TAKING A SYSTEM VIEW ON CUSTOMER VALUE CREATION

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Finally I would like to thanks all my friends and family for all the support, encouragement and fun during my research journey. A special thanks to my father who was always there for me but sadly is no longer with us – I still miss you. I would also like to give a special thanks to Hans my companion in life and my dear children Albin and Adéle for being by my side: without you this would have been impossible. Thanks for all the support that you have given me, for the patience that you have shown when I have been working both nights and weekends, when you have not been able to make contact with me because of all the thoughts that have occupied my head and for giving encouragement when things have been tough. You have believed in me and always dragged me off to have some fun and that gave me energy to continue this research journey.

There are a lot of things that I would like to thank you all for but if I continue to describe them, the list will be too long. You have all contributed to the result that is presented in this thesis – Thanks!

Östersund June 2016

Anna Åslund
ABSTRACT

In Quality Management and Total Quality Management (TQM) customer focus and customer value creation is of importance and in organisations it is of high priority. Quality Management has had an internal focus when it comes to customer value creation but in the 21st century there is a need for an outward orientation and to go beyond the organisational borders. Also an increasing interest in social, societal and environmental issues can be seen, for instance by customers, organisations, quality awards and within the quality area. An area that considers these issues is the societal entrepreneurial sector.

The purpose of this thesis has been to contribute to the knowledge and understanding about customer value creation from a system view. Additionally the purpose has been to contribute to the development of Quality Management. In order to fulfil the purpose, case studies have been performed. Cases within the societal entrepreneurial area have been studied and seven studies have been performed. Data have been collected through interviews, direct observations, participating observations and documents. All data have been collected empirically except in one study where a literature case study was used. The data were analysed through tools such as process mapping, attribute value mapping and rich picture process maps combined with analytical methods for case study research. The research journey started out from TQM and an internal perspective on customer value creation. As the studies went on, the system borders became wider as other areas important to customer value creation were identified: the customer value creating system went from an internal perspective to include an external perspective.

The findings contribute to earlier research findings and give a comprehensive and simplified picture of a complex phenomenon and an opportunity to understand customer value creation from a system view. This thesis provides an overall map of the customer value creating system. Additionally it contributes to the development of Quality Management by expanding the view on customer value creation to include both an internal and an external oriented perspective. It also contributes by suggesting a fifth step in the quality management movement ‘System Quality Management’ that considers social, societal and environmental factors through continuous improvement before, during and after value creation for customers. Further it contributes with a developed view on customers and the concept of customer value creation.

The overall map provided includes three areas.
1. **Growth and development of societal entrepreneurial initiatives.** The result shows important components for the creation of societal value based on the growth and development of societal entrepreneurial initiatives. Included are the processes, input and output important for societal value creation from unidentified needs until societal value can be delivered, management process and support process fields.

2. **Customer value creation in the customer sphere.** Customer value has been found to be created beyond the use or purchase of a product or service. Value has also been found to be created for those that are not in direct contact with an initiative or its product or service. Customer value has been found to spread into society like ripples in a complex system of value creation. And Value Ripple Logic has been developed to describe this phenomenon.

3. **Management role in customer value creation.** The management’s role in value creation has been found to be of importance in the creation of customer value in an indirect way through interaction with the surroundings and the initiative. Factors and behaviours have been found which are connected to the leaders and their essential management processes along with their input and output.

The findings presented in this thesis have considerable potential for development. Further studies need to be done within the area concerning how customer value is created and to achieve an even more comprehensive picture of the customer value creating system and the suggested fifth step. The results presented in this thesis are a contribution to the knowledge and understanding about customer value creation from a system view and the development of the Quality Management.

Keywords: customer value; customer value creation; societal value; system view; Total Quality Management (TQM); Quality Management; Societal entrepreneurship; social entrepreneurship; Value Ripple Logic (VRL)
SAMMANFATTNING


Den övergripande kartan som presenteras inkluderar tre områden.
1. **Framväxt och utveckling av samhällsentreprenöriella initiativ.** Resultatet visar viktiga komponenter för skapande av kundvärde baserat på uppkomst och utveckling av samhällsentreprenöriella initiativ. Inkluderat är processer, input och output viktiga för skapande av samhällsvärde allt från identifierade behov fram till att samhällsvärde kan levereras samt ledarskapsprocess och fält med stödprocesser.

2. **Kundvärdeskapande i kundens sfär.** Avhandlingen visar att kundvärde skapas bortom användande eller köp av en produkt eller service. Värde skapas för de som inte är i direkt kontakt med ett initiativ eller dess produkter eller service. Kundvärde skapas genom att värde sprids som vågor i ett komplext system av värdeskapande. En ‘Value Ripple Logic’ har utvecklats som beskriver detta fenomen.

3. **Ledarskapets roll i kundvärdeskapande.** Ledningens roll inom värdeskapande har visat sig vara viktig för värdeskapande indirekt genom interaktion med omgivningen och initiativet. Faktorer och beteenden kopplat till ledarna samt viktiga ledningsprocesser och deras input och output har också identifierats.

Resultatet som presenteras i denna avhandling har potential för utveckling. Fortsatta studier behöver genomföras inom området hur kundvärde skapas och för att få en mer omfattande bild av det kundvärdeskapande systemet och det föreslagna femte steget. Resultatet som presenteras i denna avhandling är ett bidrag till kunskap och förståelse gällande kundvärdeskapande utifrån en systemsyn och utveckling av kvalitetsledning.

Nykkelord: Kundvärde, kundvärdeskapande, samhällsvärde, systemsyn, offensiv kvalitetsutveckling, kvalitetsledning, samhällsentreprenörskap, socialt entreprenörskap, Value Ripple Logic (VRL)
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This thesis is mainly based on the seven papers presented below.


An earlier version was presented and published in the proceedings of 15th QMOMD Conference on Quality and Service Sciences, Poznan, Poland, 2012.


Paper G

Åslund, A. and Lilja, J. (2015), Value Ripple Logic - Customer Value Creation from a System View, Submitted for publication and accepted for peer review
1. **INTRODUCTION**

The purpose of this chapter is to give an introduction and background to the research area and to present the purpose and the research questions of the research. The thesis structure is also presented.

1.1 **BACKGROUND**

Customer value (See for instance Bergman and Klefsjö, 2010; Gale, 1994; Nicholls, 1993) and a customer focus (See for instance Kennerfalk, 1995; Sila and Ebrahimpour, 2002, Dahlgaard et al, 2002,) are important issues within Total Quality Management and there is a need for a deeper understanding of what creates customer value (Lilja and Wiklund, 2006). Customer value creation can be seen from an internal perspective where value is seen as something created by the firm with a focus on the output that the firm produces (Vargo, Maglio and Akaka, 2008, Lusch and Vargo, 2011). Or from a more external focus where value is always co-created between the provider of an offer and the customer through the customer’s use of the offering within a context (Lusch, Vargo and Tanniru, 2010). Another external focus is that customer value is customer-driven and created through customer processes in a customer sphere as the customer uses the product and services (Grönroos and Gummerus, 2014).

Quality Management has a customer focus but focuses mainly on internal production processes and processes within the organisation when concerning customer value creation (see for instance Harrington, 1991; Liker, 2004; Womack and Jones, 2003; Dahlgaard, Kristensen and Kanji (2002); Palmberg, 2009; Bergman and Klefjö, 2010). This is supported by Woodruff (1997) who claims that Quality management has had an internal focus and a focus on organisational improvements in the 20th century. According to Woodruff (1997) there is a need for Quality Management to go beyond the organisational borders with customer focus and have an outward orientation in the 21st century. Deming also argued in 1994 that leaders need to have an outside view (Deming, 1994).

According to Dahlgaard, Kristensen and Kanji (2002) an organisation is a system with the goal of creating value-added activities for customers both within and outside the organisation. They see the organisation as a part of a larger system with customers, suppliers, competitors, other market aspects and society. They claim that that there is a need to understand both one’s own local system and the larger system (ibid). This is also in line with what Deming (1994) points out. Deming (1994) claims that the parts of an organisation should be optimised based on the aim of the system. Further he claims that this system aim needs to be distinct for everyone and that it
should be long-term with focus on the future and gains for ‘stakeholders, employees, suppliers, customers, community, and the environment and make life ‘better for everyone’’ (Deming, 1994). Deming (1994) and Dahlgaard et al (2002) describe the organisation as a system but one which includes a larger system when describing the aims of the organisation. And according to Lusch and Vargo (2006) there is a need to take context into consideration in value creation since social, ecological, and governmental surroundings are a part of the value creation.

There is an increasing interest in issues that include social, societal and environmental factors when it comes to quality even though organisations see this as a secondary mission (Rosenzweig and Lochridge, 2010). The importance of negotiations concerning environmental issues is growing on an international level and influencing public awareness and strengthening public opinion (Bergman and Klefjö, 2010). Social (Smith and Stevens, 2010; Short, Moss and Lumpkin, 2009) and societal issues and societal entrepreneurial activities (Gawell, 2013; Gawell, Johannisson, and Lundqvist, 2009a) attract growing interest along with sustainability (Bergman and Klefjö, 2010). Other issues that are attracting increased interest are the climate, migration, segregation, globalisation and unequal distribution (Moe, 2009).

Within the Quality management area issues connected to social, societal and environmental areas are attracting interest. It is pointed out in quality awards where societal responsibility is of importance such as in the SIQ Utvärderingsmodeller (2015); in excellence models such as the EFQM which is concerned with more holistic results (EFQM Model, 2015) and in ISO 14001:2015 that points out that a balance between the environment, society and economy needs to be considered. There is also an increasing awareness concerning social issues among consumers (He and Lai, 2014).

According to Dahlgaard-Park (2011), Corporate Social Responsibility (CSR) is a part of the step that the Quality Management movement took at the beginning of the new millennium and many companies take it seriously (Dahlgaard-Park, 2011). CSR includes social and environmental issues along with profit and shareholder value (Rosenzweig and Lochridge, 2010). CSR and sustainability are seen as important by both firms and customers (He and Lai, 2014). Even though there is a sincerity in these methods, activities and action, strategic CSR work is just at an early stage (ibid). To get CSR results, there is a need to address the issue clearly and TQM elements need to be broadened out to include CSR elements (Ghobadian, Gallear and Hopkins 2007). There is a need to identify CSR needs, develop theory and identify CSR mechanisms that can be developed and implemented side by side with TQM, and to include CSR implicitly into TQM (ibid).
Hazlett, McAdam and Murray (2007) claim that TQM offers possibilities to develop CSR when it comes to ‘strategies, behaviours and activities in an organisation’. Further they claim that integrating CSR into quality management and its policy and strategies will help CSR to be something more than just a fad (Hazlett, McAdam and Murray, 2007). And Ghobadian, Gallear and Hopkins (2007) argue that there are parallels between TQM and CSR when it comes to ‘philosophical roots’. They claim that they overlap each other and expect outcomes with similarities. But there are differences and TQM does not insure a CSR result (ibid).

CSR is a concept within the area of societal entrepreneurial initiatives (Gawell, Johannisson, and Lundqvist, 2009a). Those societal entrepreneurs create societal value through the services and products that they provide with a focus on social, societal and environmental issues (Gawell, Johannisson, and Lundqvist, 2009a). They have a huge focus on creating customer value and do not focus on value creation just to customers that use or pay for their product and services. The societal entrepreneurs create customer value that includes more than what can be found within an organisational system and in a provider-customer relationship - they include society as a whole and social, societal and environmental issues (ibid). The question is if Quality Management can learn about customer value creation from the societal entrepreneurial area?

There seems to be a need for developed knowledge and an understanding of customer value creation from a system view within Quality Management. Understanding and knowledge that go beyond the organisational system and consider customer value creation that includes social, societal and environmental issues. A system view that helps to make the whole pattern of customer value creation clearer and gives possibilities to see and understand the whole, its parts and the connections between the parts within the area (Senge, 2006).
1.2 PURPOSE AND RESEARCH QUESTIONS

Purpose

The studies in this thesis have been performed within the area of societal entrepreneurship with the purpose to contribute to the knowledge and understanding about customer value creation from a system view. Additionally the purpose is to contribute to the development of Quality Management.

Research questions to be answered:

RQ1 How can societal value creation be understood based on the growth and development of societal entrepreneurial initiatives?

Once an understanding of the perspective prior to delivery of product and service had been developed, the interest turned to an external focus on the customer value creation when a product or service had reached a customer, i.e. the customer sphere, and the second research question developed.

RQ2 How can customer value creation be understood in the customer sphere from a system view?

As a natural step, it seems important to study the management role in customer value creation since a committed leadership is a core value in Total Quality Management. But also since the studies conducted to answer the first research question had shown that management had a role in value creation but had not included the management in a deeper sense. And the third research question was developed.

RQ3 How can the management role in customer value creation be understood from a system view?
1.3 THESIS STRUCTURE

Chapter 1 gives an introduction to the area in focus and presents the purpose and research questions.

Chapter 2 presents the theoretical frame of reference.

Chapter 3 presents the research methodology used to fulfil the purpose. It also includes reliability, validity and generalisation.

Chapter 4 presents a summary of appended papers.

Chapter 5 presents main findings of the research with reconnection to the research questions and the purpose.

Chapter 6 presents conclusions and reconnection to the literature.

Chapter 7 presents discussion based on the findings, methodological discussion and suggestions for future research.

The thesis closes with references followed by appended papers.
2. THEORETICAL FRAME OF REFERENCE

The aim of this chapter is to present theoretical framework that is relevant to the area of the research and general concepts and definitions.

2.1 QUALITY AND QUALITY MANAGEMENT

Quality has been given different definitions over time; see for example, Juran (1951), “fitness for use” and the perspective of the producer by Crosby (1979); “conformance of requirements”. Deming (1986), describes quality as being “aimed at the needs of the customer, present and future” and Lilja (2010) “Quality is the ability to create value”. Bergman and Klefsjö (2010) have a wider concept of quality: “quality is to satisfy, and preferably exceed, the needs and expectations of the customers”. Closely connected to quality and quality judgement are the customers and the work of increasing quality in organisations has to start by identifying the customers since they are the ones that judge the quality (Bergman and Klefsjö, 2010). What is a customer then? The meaning and the definition of customer vary. The ISO 9000:2005 standard presents it as “an organisation or person that receives a product”; Deming (1986) as “those who judge the quality”; and Juran and Gryna (1988) “anyone who is affected by the product or by the process used to produce the product” and Bergman and Klefsjö (2010) “those we want to create value to”. According to Lilja (2010) there is a close relationship between quality and value but value is connected to perception and quality about the services and products’ ability to create the perception. It can be seen that customers and value are important issues within quality and Quality Management (see for instance Nicholls, 1993; Gale, 1994; Dahlgaard et al 2002; Bergman and Klefsjö, 2010).

Bergman and Klefsjö (2010) state that despite the fact that the quality movement has a long history, it did not become established in the academic world until fairly recently. A common way to present Quality Management development is four phases that lead to TQM; see, for instance, Garvin (1988) and Dale (2003). According to Dahlgaard, Kristensen and Kanji (2002) and Bergman and Klefsjö (2010) the development of Quality Management can be presented in four phases that leads up to TQM: ‘Quality Inspection’; ‘Quality Control’; ‘Quality Assurance’ and ‘Total Quality Management’, see Figure 2.1.
There is some argument about whether the description of the four stages shows the development of the quality movement. Another view on the quality development is Kroslid’s (1999): he presents a theory about two different schools: ‘the Deterministic School of Thought’ and ‘the Continuous Improvement School of thought’. According to Bergman and Klefsjö (2010) those different schools have become closer to each other.

Dahlgaard-Park (2011) has reflected on the history of TQM. She states that there is an indication that TQM was first developed and that well-known pioneers within quality started to communicate TQM in the period 1988-1989. She presents a timeline of progression of learning patterns towards TQM by following the quality history in Japan and in Western countries. She explains how TQM started in Japan in the late 1940s and in Western countries in the late 1980s. She found that Japan and Western countries have a quite similar development but with some differences (ibid), see Table 2.1.
**Table 2.1.** Differences between Japanese and Western approaches of quality management (Dahlgaard-Park, 2011, pp 513).

<table>
<thead>
<tr>
<th>Attitude 1</th>
<th>Japanese quality approach</th>
<th>Western quality approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude 2</td>
<td>Process-oriented</td>
<td>Result-oriented</td>
</tr>
<tr>
<td>Attitude 3</td>
<td>Step-by-step building</td>
<td>‘Quickfix’</td>
</tr>
<tr>
<td>Attitude 4</td>
<td>Practical-oriented</td>
<td>Theoretical-oriented</td>
</tr>
<tr>
<td>Attitude 5</td>
<td>Non-critical and non-sceptical, Critical &amp; sceptical. (‘Let’s learn and lets it make it (‘I wonder whether it work’ mood). Critical &amp; sceptical. (‘I wonder works or not – it must be another fad’ mood)</td>
<td></td>
</tr>
<tr>
<td>Attitude 6</td>
<td>Experimental</td>
<td>Analytical</td>
</tr>
<tr>
<td>Perception of QM</td>
<td>Long-lasting approach</td>
<td>A fad-like temporal approach</td>
</tr>
<tr>
<td>Focus area</td>
<td>Building people, org. culture and process (focus on enablers)</td>
<td>Measurements and results</td>
</tr>
<tr>
<td>Methods</td>
<td>Continuous training and education of people</td>
<td>Temporal and sectional training and education</td>
</tr>
<tr>
<td>Approach Direction</td>
<td>Top-down, middle-up-down, and bottom-up (multiple directions)</td>
<td>Top-down (single direction)</td>
</tr>
<tr>
<td>Process</td>
<td>Collective and systematic approach</td>
<td>Fragmental/unsystematic approach</td>
</tr>
<tr>
<td>Evaluation criteria</td>
<td>Gradual process improvement for better results in the long term</td>
<td>Quick profit</td>
</tr>
<tr>
<td>QM started</td>
<td>Late 1940s</td>
<td>Late 1980s</td>
</tr>
<tr>
<td>Movement Tendency</td>
<td>Humanisation and commonality</td>
<td>Mechanisation and specialisation</td>
</tr>
</tbody>
</table>

Different opinions about TQM can be found: some see it as something necessary and some see it as a fad. According to Hellsten and Klefsjö (2000) the reason for this is that quality fathers have not approved of the concept, that there are different names for the same concept and that there have been few definitions of TQM and many of these have been vague. According to Dahlgaard-Park (2011) TQM is an approach that is of great interest both in eastern European countries and in emerging industrial countries despite the fact that new terms such as ‘Business Excellence, Organisational Excellence, Six Sigma and Lean’ seem to have taken over and that TQM has lost its attractiveness within the industrialised part of the world. She also
writes that those new terms can be “understood within the framework of TQM” (ibid, pp 494) and that they are not new management approaches. According to Dahlgaard, Kristensen and Kanji (2002, pp 9) TQM involves a ‘understanding and implementation of Quality Management principles and concepts in every aspect of business activities’. They claim that there is a need for quality management at every level, stage and department of the organisation but that it also needs to be a work that goes beyond the borders of the organisation to include suppliers. Lilja however (2010, pp 34) claims that “the aim of TQM is to improve the ability to create superior customer value within organisations”.

The values of TQM can be seen as the basis of Quality Management and they vary from author to author (Lagrosen, 2006). According to Lagrosen (2000), these values are the outcome and the ingredients of a successful TQM implementation. Different expressions are used by different authors to present TQM components, for instance, factors, key elements, values, cornerstones, or principles (Lagrosen, 2006, Foster, 2004; Dale, 2003; Bergman and Klefsjö, 2010; Sila and, Ebrahimpour, 2002;). Bergman and Klefsjö (2010, pp 38) present the foundation of TQM as values in ‘the cornerstone model’, see Figure 2.2 which are the same values presented in the management system made up of values, methodologies and tools by Hellsten and Klefsjö (2000). In a literature study Lagrosen (2003) found that many authors agreed on those core values. Another concept that has similarities to the present is the one by Dahlgaard, Kristensen and Kanji (2002, pp 21) that points out management’s commitment (leadership); focus on the customer and the employee; focus on facts; continuous improvements (KAIZEN); and everybody’s participation.

![Figure 2.2](image.png)

**Figure 2.2.** Values, or cornerstones, presented by Bergman and Klefsjö (2010, pp 38) as the basis of TQM in the ‘Cornerstone Model’. 
Hellsten and Klefsjö (2000) state that there is no clear definition of what TQM is. They see TQM as a holistic perspective with values, methodologies and tools that create a complete framework (ibid), see Figure 2.3. When combining them it is possible to reach higher customer satisfaction with less consumption of resources according to Bergman and Klefsjö (2010). In this thesis the TQM concept is seen as a part of Quality Management, Quality Management is seen as an umbrella concept where TQM is one of the concepts included together with other quality concepts such as for instance Lean and Six Sigma.

Figure 2.3. Total Quality Management (TQM) can be seen as a management system made up of values, methodologies and tools (Hellsten and Klefsjö, 2000).

This thesis is based on the values “Focus on customer”, “Focus on processes” and “Committed leadership” of TQM. The value “Focus on customers” is considered as the purpose and is claimed to contribute to the knowledge and understanding of customer value creation. “Focus on processes” is considered since an organisation can be seen as a system with internal organisational processes that are repeated over time (Dahlgard, Kristensen and Kanji, 2002). “Committed Leadership” is considered since it is the management processes that coordinate and manoeuvre the organisation (Ljungberg and Larsson, 2012) and since those processes mobilise people to reach goals that are put up (Juran, 1974). The other values of TQM are of importance but in this thesis they are not considered, those are to be considered in future research.
2.2 CUSTOMER VALUE CREATION

Customers are given high priority in organisations (Deming, 1986, 1994; Dahlgaard, Kristensen and Kanji, 2002) and as being seen focussing on the customer is highlighted as important within Total Quality Management (TQM) (e.g. Kennerfalk, 1995; Sila and Ebrahimpour, 2002, Dahlgaard et al, 2002, Bergman and Klefsjö, 2010) and everyone has customers (Carlson and Wilmot, 2006). The aim of this chapter is to present the theoretical framework relevant to the area of the research and the general concepts and definitions connected to the customer, customer value and customer value creation.

2.2.1 Customer

It is an essential step to define the customer (Dahlgaard, Kristensen and Kanji, 2002). It is the customer that judges quality and there is a need to start with the customer to increase quality (Bäckström, 2009). And exceptional customer value influences the result of the business by profit, growth and shareholder value (Gale, 1994) and it is the customer who dictates the work that needs to be done to create value and that work dictates the expertise required (Seddon, 2005).

How to view and define the customer concept varies and some views are presented here:

- “those who judge the quality” (Deming, 1986);
- “anyone who is affected by the product or by the process used to produce the product” (Juran and Gryna, 1988);
- “anyone (person or organisation) who receives output from the process, either directly or indirectly is a customer” (Harrington, 1991); and
- “the people or organisations that are the reason for our activities, i.e. those for whom we want to create value” (Bergman and Klefsjö, 2010)

Customers can be found in all organisations, even though some do not refer to them as customers (Bäckström, 2009). And they can be found within and outside the organisation (Harrington, 1991, pp72). In TQM there is a strong focus on the external customer’s satisfaction (Bergman and Klefsjö, 2010). External customers use or utilise what the organisation produces and live in the environment and society influenced by the organisation (Bergman and Klefsjö, 2010). And according to Dahlgaard, Kristensen and Kanji (2002) the main reason for focussing on the internal customers and their satisfaction is to create satisfied external customers; this is because satisfied external customers are the primary task of the firm. Another aspect connected to the customer is the end-use customer who is a person that pays and uses a product or service (Emiliani and Stec, 2005). But it is not unusual that the one that pays for product or service is not the one that uses it, in those cases the value
statement is made by both buyer and user (Ibid). Another aspect connected to the concept of the customer is that there can be an indirect or direct interaction between the provider of service, i.e. products and services, and the customer (Grönroos and Voima, 2013). According to Carlson and Wilmot (2016) it is the customers that define success when buying and using products and services provided by the organisation. They also claim that customers define whether or not an organisation creates value through the customers’ actions (Carlson and Wilmot, 2006).

2.2.2 Customer value
Customer value and how it is created is of great interest within the literature (Mele (2007). Also customer value is an important topic in quality and TQM (Bergman and Klefsjö, 2010; Dahlgard, Kristensen and Kanji, 2002; Gale, 1994; Nicholls, 1993). And Lilja (2010, pp 16) even claims that “Quality is the ability to create value”. According to Carlsson and Wilmot (2006) and Hunt (1976) value is of importance to both internal and external customers and by providing value to internal customers opportunities are given to maximise value to external customers.

Value is claimed to be seen from the customers’ perspective (see for instance; Goldenberg, Levav, Mazursky, and Solomon, 2009, and Womack and Jones, 2003). Woodruff (1997 pp 142) defines it as follows: “Customer value is a customer’s perceived preference for and evaluation of product attributes, attribute performances, and consequences arising from use that facilitate (or block) achieving the customer’s goals and purposes in use situations”. And Goldenberg et al (2009, pp 158-159) claim that value can be presented from the customer’s view as for instance; “I feel…; I get…. I am…”. It is also important to understand that products and services delivered are used in a context where other products and services influences their value (Kim and Renée, 2005). Value is claimed to be dependent on context, where and when it is created (Kristensson, Gustafsson and Witell, 2014) and cultural differences (Overby, Woodruff and Fisher Gardial, 2005). And there is a need to understand the customer’s need and situation or context to be able to create customer value (Kristensson, Gustafsson and Witell, 2014).

According to Woodruff and Gardial (1996, pp 98) customers ‘reaction to or feeling about what he or she received’ are connected to customer satisfaction’. Further they claim that customer satisfaction is the customer’s evaluation of a particular organisation or supplier, i.e. evaluation of product or service offered. In contrast, Lilja (2010) claims that value is related to negative and positive emotions.

Customer values have a diversity of meanings and classifications (Woodruff, 1997), and some are presented without the ambition to cover them all. Carlson and Wilmot (2006) divides up value according to who receives the value: ‘Customer value’,

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company value’, ‘Shareholder value’, ‘Employee value’ and ‘Public value’. Woodruff (1997) divides customer value up into: customer perception of value, ‘desired value’ that includes customers’ imagination of what they want; and ‘received value’ connected to the customers’ experience when they use a product which includes opinion or feelings. Juran (1974) presents four types of value: ‘use value’ characterises the product that makes it possible to perform work or service; ‘cost value’ lowest cost to be able to reach a useful function; ‘esteem value’ characterises the aspects of the product that contribute to the pride of the owner; and ‘exchange value’ characterises the product that makes exchange possible. And according to Setijono (2008) customer value can be divided into ‘customer value’ and ‘consumer value’ since the person that pays for the product or service is not always the one that consumes it, which also is supported by Bergman and Klefsjö (2010). Within the area of social entrepreneurship it is social value that is in focus (Mair and Marti, 2006; Zahra et al, 2009).

2.2.3 Customer value creation

Customer value creation can be described from different viewpoints and with different focus, some of them is described below.

Firm centric value creation

Value creation can be seen as created by the firm (Vargo, Maglio and Akaka, 2008) with a focus of the organisation’s output (Lusch and Vargo, 2011) and a goods dominant view (Vargo, Maglio and Akaka, 2008). Value is seen as being embedded or added to the product or service during the production process (Lusch and Vargo, 2006; Vargo, Maglio and Akaka, 2008). Womack and Jones (2003) see value as created by the producer and this becomes meaningful when a specific product meets the needs of a customer at a certain price and certain time. Value has also been seen as being produced by the provider and consumed (Hunt, 1976) or destroyed by the customer (Vargo, Maglio and Akaka, 2008).

Ljungberg and Larsson (2012) described value creation as a comprehensive perspective that starts with a customer need or lack of something. Those needs are transformed into demands and once the needs are described value adding activities are performed which result in customer satisfaction (Ibid). According to Womack and Jones (2003) the whole value stream in the organisation needs to be identified to be able to create customer value (Womack and Jones, 2003). Dahlgard, Kristensen and Kanji (2002) claim extra value can be given to the customer by providing a product with extra qualities not expected by the customer which have a huge effect on the customer satisfaction. Practices and models that focus on the organisational
internal work to create value to the customers are the Quality Function Deployment, Six sigma (Bergman and Klefsjö, 2010), and value-stream mapping (Liker, 2004).

This view can be seen as in line with TQM and process orientation that have a focus on internal processes when it comes to creating value to customers (See for instance, Harrington, 1991; Palmberg, 2009; Ljungberg and Larsson, 2012; Bergman and Klefsjö, 2010).

**Value in exchange**
Value creation also focuses on the exchange between the customer and the organisation when a customer buys or uses a product or service. Woodruff (1997) claims that another common view is that value is created through the trade-off between what customers receive and what they give up to get or use the product. The value of goods is defined by the market price or the price that customers want to pay (Lusch and Vargo, 2006; Vargo, Maglio and Akaka, 2008). Customer value is described as the difference between ‘customer benefits’ and ‘customer costs’ where value can grow through higher benefits or lower costs (Carlson and Wilmot, 2006). According to Monroe (2003) the judgment of value depends on the perceived price, perceived quality and perceived sacrifice which have similarities to Gale (1994) who claims that quality, price and value are relative and customers buy on value. Value creation has been pointed out as ‘value-in-exchange’ (Vargo, Maglio and Akaka, 2008) or ‘exchange value’ (Lepak et al, 2007) which is firm-centric thoughts that embrace potential value embedded in the product or service that the customer gets from a firm (Grönroos and Gummerus, 2014). According to Lepak et al (2007) the ‘exchange value’ is the sum of implemented money at a specific time when the exchange of a new service or product is done, the sum that is paid by the user to the seller for user value of service or product in question. Womack and Jones (2003) define customer value as ‘a capability provided to a customer at the right time and an appropriate price’.

**Value in use**
According to Woodruff (1997), a common view on customer value is that customer value is linked to the use of a product and that it is perceived by the customer and not determined by the one that sells it (Woodruff 1997). Lepak et al, (2007) claim that value creation can be divided up into ‘use value’ which refers to the quality of a new product or service as it is perceived by the user in relation to the needs. They argue that together value-in-exchange and use value make it apparent that value creation is dependent on the amount of subjective value that is realised by the user or buyer that is in focus for value creation. The subjective value realisation needs to be translated into an interest to exchange a sum of money for the value that is given
According to Grönroos and Gummerus (2014) value-in-use is value for and created by customers when they use resources such as service and product.

**Value created by attributes**
Customer value is also described as being created by attributes. The Kano model can be connected to value creation with a focus on the attributes of an offer or organisation to understand value creation (e.g. Kano et al 1984). This has similarities to attribute-value mapping that focuses on the attributes of services and products and the value they create for the customer (Goldenberg, Levav, Mazursky and Solomon, 2009). Goldenberg et al (2009) claim that customer value is based on the experienced benefit and gain from a certain product or service attribute while Woodruff (1979) claims that this is too narrow a perspective since it is possible to miss nuances of importance if there is a focus on just the attributes of a product since customers also have other preferred dimensions.

**Co-creation of value**
Another example to describe value creation is through co-creation. Value creation is viewed as an interaction and co-creation between customer and provider (Vago and Lusch, 2004). This view always considers value as co-created and includes actions by both provider and customer and sometimes other actors (Grönroos and Voima, 2013). It points out that value is co-created through a reciprocal and mutually beneficial relationship between an organisation and a customer (Vargo, Maglio and Akaka, 2008). Echeverri and Skålén (2011) claim that value can be both co-created and co-destructed when the provider and the customer meet on a common platform which according to Grönroos and Voima (2013) implies that value creation can be of a negative nature which is confirmed by Grönroos (2008) who claims that customer value can be both positive and negative.

**Value created in a customer sphere**
Another view is that it is the customer that creates value as the customer uses the service (goods and service) provided and that the provider of service is a value facilitator (Grönroos and Gummerus, 2014). Value is created by the customer in a customer sphere (Grönroos and Voima, 2013). The provider can be invited to co-create value if the customer lets the provider of service into the customer’s sphere of value creation (Grönroos and Voima, 2013). If the provider gets access to the customer sphere, the provider can then co-create value with the customer in a joint sphere and thereby interact directly (Grönroos and Gummerus, 2014). In the provider sphere, which is closed to customers, resources including potential value-in-use are brought together and then offered to customers, thus facilitating value creation (Ibid). The focus is not on a package of products or services exchanged for a
price instead it is an “ongoing process that emphasises the customer´s experiences, logic and ability to extract value out of products and other resources used” (Grönroos and Voima, 2013, pp 135).

Value creation at a societal level
Value creation at a societal level intends to innovate and expand value to society and its members by means of both existing organisations and new entrepreneurial ventures (Lepak et al 2007). Societal entrepreneurship creates value to the user or the one that pays for an offer but also does so in a wider range (Gawell, et al. 2009a). Societal entrepreneurial initiatives create value to society and consider values that are social, societal, ecological, and environmental. Societal value is created by organisations that have similarities to what management literature refers to as ‘future organisations’ (ibid).

Those views on customer value creation do not need to exclude each other. Instead they can be seen as complementary to each other when studying value creation from a system perspective. According to Lepak et al. (2007) value creation cannot be described in general terms, instead one needs to involve both the source initiating the activity and the target users i.e. the customer. An even wider view is that of Kim and Renée (2005) since they argue that a total solution of an offer should be considered that includes what happened before usage and after usage of the product. This view can be seen as including both what happens before a product and service reaches a customer and what happens when a product or service has reached the customer, value creation can be seen in the light of a system view that includes both an internal and an external view. According to Juran (1974) the system concept is beneficial for the customer and has been an important factor for great business opportunities.

2.3 SYSTEM VIEW
System thinking is of importance within Quality Management (Juran, 1974; Deming, 1994). Deming (1994) claims that system thinking is fundamental for successful work and that a company should be managed as a system and that the system needs to include the future. According to Gargiulo, Pangarkar, Kirkwood and Bunzel (2006) there is a need to take in a bigger picture and have a system view when looking at the performance of an organisation. People and departments do not act on their own in isolation. A change in one part of an organisation influences other parts of an organisation as the ripples of the change often move through the organisation. A system view makes it possible to identify those effects. When taking a system view, there is a need to consider and understand different departments, function, completion, culture and the input and output of the organisation. There is a need to
take the whole organisation into consideration to be able to understand its complexity (ibid).

The management of the system needs to be aware of the interrelationships between all of the different components within the system according to Deming (1994). A system view focuses on ‘the entity as a whole’ instead of the parts (Bicheno, 2008). It sees the interrelationships and patterns of change more than things and static “snap-shots” (Senge, 2006). If the whole system is not optimised there will be a loss to all of the components in the system so there is a need to optimise over time for the whole system and not simply the different parts (Deming, 1994). There are a number of aspects of an organisation that need to fit together and support each other and not oppose or block each other to get a well-running firm (Arbnor and Bjerke, 2009). If those conditions are met there will be a synergy effect where the whole becomes more than the sum of the parts. The system needs to use its own resources and those of others to improve its own and others’ circumstances (ibid). At organisational level, there is a need to see that the parts function and are related to each other in a proper way to reach the purpose of the entire organisation (Jackson, 2003).

According to Senge (2006), system thinking helps us to understand the complexity and is a conceptual framework that makes the whole pattern clearer. And Bicheno (2008) and Jackson (2003) point out that it gives a holistic perspective on the object in focus. According to Deming (1994, pp 50) a system is “a network of interdependent components that work together to try to accomplish the aim of the system“.

Understanding or/and explanation of the system’s common patterns, behaviour and properties gives greater insight into the behaviour of complex phenomena (Arbnor and Bjerke, 2009.) All phenomena can be seen as a network of connections between different components, i.e. system (ibid). To see and understand the whole there is a need to see both the parts and the connections between them (Senge, 2006, Arbnor and Bjerke, 2009), since the sum of the whole, plus or minus effects, is influenced by the relationship between the parts (Arbnor and Bjerke, 2009). According to Bicheno (2008) systems consist of sub-systems interacting with each other. An influence of one sub-system can have a direct impact on many of the sub-systems and an indirect effect on the whole system (Bicheno, 2008). Bergman and Klefsjö (2010) claim that there is a need to understand how parts influence one another in a long-term view to gain organisational success. A system view shows and recognises the interdependence of relationships between components and groups of components in organisations that enables an organisation to function (Arbnor and Bjerke, 2009).
A system view also makes it possible to recognise properties that will be unknown if the components are analysed in isolation (ibid).

The boundary of a system can be drawn at different “levels”, for instance it can be around a company, an industry or country (Deming, 1994) and systems constantly interact with the environment and the borders towards customers and suppliers is not distinct (Bicheno, 2008). Processes of an organisation are considered as a system (Juran, 1989; Deming 1986; Ishikawa, 1985). And the term ‘system’ is used within TQM to describe internal organisational processes that are repeated over time (Dahlgard, Kristensen and Kanji, 2002). To focus on processes (Bergman and Klefsjö, 2010) and process orientation (Lagrosen, 2006) are core values within TQM. When process characteristics were included in Quality Management the organisation was seen as a whole and a system of processes (Juran, 1989; Deming 1986; Ishikawa, 1985).

2.4 PROCESS ORIENTATION

Process orientation has been of interest since the quality movement developed from focusing on products to including the characteristics of processes in the organisation (Shewhart, 1931). Processes can be found in all organisations (Ljungberg and Larsson, 2012) and everything we do involves processes, both processes that are complex and those that are simple and take just seconds to perform (Harrington, 1991). Process goals are to create value to internal or external customers (Palmberg, 2009, Bergman and Klefsjö, 2010). Ljungberg and Larsson (2012) claim that value is created within processes and Mair and Martí (2006) state that social value is created out of a process of social entrepreneurship.

A description of an organisation through process maps gives opportunities to explain the relationships between the parts and to discover and understand connections between the activities of apartments and functions and how they cooperate to create customer value (Ljungberg and Larsson, 2012). When a process focus in organisations became central in the quality movement, organisations were seen as a whole with a system of processes (Juran, 1989; Deming 1986; Ishikawa, 1985). After that the processes were given more interest and the whole organisations were seen as a system with processes that needed to be mapped, improved and controlled (Ishikawa, 1985; Deming, 1986; Juran, 1989). The process orientation turned out to be an important part of TQM (see for instance Lagrosen 2006; Bergman and Klefsjö, 2010). Even though an interest in processes has existed within the quality movement for quite some time, there is no common view on what a process is (Armistead, Pritchard and Machin, 1999; Belmiro, Gardiner, Simmons and Tentes, 2000; Isaksson, 2006; Palmberg, 2009).
According to a study by Palmberg (2009) almost all authors define process in their own way. She found that there are six components in the majority of the presented definitions of process within literature concerning process management: 1) input and output, 2) interrelated activities, 3) horizontal: intra-functional or cross-functional, 4) purpose or value for customer, 5) the use of resources, 6) repeatability. (Palmberg, 2009). Palmberg (2009, pp 207) presents a definition as a result of her study: “A horizontal sequence of activities that transforms an input (need) to an output (result) to meet the needs of customers or stakeholders”. Her definition has similarities to the definition presented by Bergman and Klefsjö (2010, pp 457): “a process is a network of activities that are repeated in time, whose objective is to create value to external or internal customers”. According to Harrington (1991) a process is “any activity or group of activities that takes an input, adds value to it, and provides an output to an internal or external customer” (pp 9). He also claims that through the use of an organisation’s resources a process delivers a definitive result.

Processes in an organisation can have different purposes (Palmberg, 2009) and they can be divided into categories (Harrington, 1991; Conti, 1991; Melan, 1992; Rentzhog, 1998; Palmberg, 2009; Bergman and Klefsjö, 2010; and Ljungberg and Larsson, 2012). According to Palmberg (2009), the processes can be divided into Strategic management processes, Operational delivery processes and Supportive administrative processes. Another way is to divide them into management processes, main processes and support processes, see for instance Ljungberg, and Larsson (2012) and Bergman and Klefsjö (2010). The latter alternative is the most common way according to Ljungberg and Larsson (2012). Those categories can be described as follows.

The most important processes are the main processes and they give an overview of the most important parts of the organisation (Ljungberg and Larsson, 2012). Their purpose is to fulfil external customers’ needs (see for instance Bergman and Klefsjö, 2010, Ljungberg and Larsson, 2012, Rentzog 1996; Egnell 1994). According to Ljungberg and Larsson (2012) it is possible to adjust and harmonise support to the main processes and their ability to create value once they are identified. The management process coordinates and manoeuvres the organisation (ibid) and according to Juran (1974), management is a process through which people are mobilised to achieve designated goals. Its purpose is to set up targets and strategies for the organisation and it has internal customers (Rentzog 1996; Egnell 1994, Bergman and Klefsjö, 2010). It supplies other processes with improvements (Rentzog 1996; Egnell 1994). Support processes have internal customers and supply main
processes with resources that they need (Rentzog 1996; Eg nell 1994, Bergman and Klefsjö, 2010). Support processes are there so that main processes can function as well as possible: they help the organisation to reach success.

Processes can be divided into hierarchical levels (see for instance Melan, 1992; Palmberg, 2009; and Ljungberg and Larsson, 2012). According to Palmberg (2009) and Harrington (1991) those levels are, with the highest level presented first: process, sub-process, activity and task which is similar to Ljungerg and Larsson’s (2012) description, but they do not include tasks, see Figure 2.4. Processes have five different components: object in, activities, resources, information and object out (ibid).

![Figure 2.4. Process, sub-process and activities (after Ljungerg and Larsson, 2012, pp 204).](image)

Process mapping can be seen as a tool for improvement on its own or in combination with process management (Hellström and Eriksson, 2008). Ljungberg and Larsson (2012) are of the opinion that processes should never be seen on their own but in relationship to their environment. And Bergman and Klefsjö (2011) claim that processes that are identified out of a quality management view needs to be seen as a system with interdependent processes that affect each other and interact with the surroundings.
Palmberg (2009) has identified that there seem to be two separate movements in the process management area: “process management for single process improvement” and “process management for system management” (ibid, pp 209). She presents definitions for those different movements and states that there is a need for both. She also presents approaches and tools for process management, see Figure 2.5.

<table>
<thead>
<tr>
<th>Definition of process management</th>
<th>(A) A structured systematic approach to analyze and continually improve the process</th>
<th>(B) A holistic manner to manage all aspects of the business and a valuable perspective in determining organizational effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools for process management</td>
<td>- Process mapping  - Process measurement  - Process re-engineering or re-design  - Models for continuous improvement  - Instrument for benchmarking</td>
<td></td>
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Figure 2.5. Definitions of two movements considering process management “process management for single process improvement” (A) and “process management for system management” (B), and approaches and tools for process management presented by Palmberg (2009, pp 204).

According to Hellström and Eriksson (2012) process mapping can be a single tool for improvement or used in combination with management of processes (Hellström and Eriksson, 2008). They further claim there are four groups of users within process orientation. These are ‘Fumblers’, ‘Talkers’, ‘Mappers’ and ‘Organisers’. ‘Fumblers’ are the ones who just fumble with applications of processes, ‘Talkers’ mainly talk about their processes, ‘Mappers’ mainly identify and map their processes and ‘Organisers’ manage their processes and apply process owners and measurement systems. Hellström and Eriksson (2012) also found that just mapping the processes had little effect on performance. They found that the ‘Talkers’ and ‘Organisers’ gave the best result. They found that the more resource-intensive ‘Organisers’ gave a relatively weak result concerning the demands upon resources when implementing a new management structure. They suggest talking about the value chain continuously to reach higher performance (ibid). There seems to be a need to talk about and organise the processes (Hellström and Eriksson, 2012) but also to take a wider perspective on process orientation and mapping and managing of processes if they are to meet the needs of an outward orientation (Woodruff, 1997).
2.5 AREA OF RESEARCH - SOCIETAL ENTREPRENEURSHIP

The study presented in this thesis has been made within the societal entrepreneurial area. Why is the societal entrepreneurial area interesting to study from a system perspective when it comes to value creation?

Organisations do recognise their overall potential to improve social and societal conditions (Rosenzweig and Lochridge, 2010). Although the sum of the activities of a certain business do impact on its surrounding community and society, this is far in the background of the performances of the business tactics and strategy (Rosenzweig and Lochridge, 2010). There is a need to take the value creation a step further and expand value creation and include social stakeholders (Laszlo, 2008) and for business to start thinking in terms of positive impacts instead of simply negative ones and thereby create quality life and society (Laszlo and Brown, 2014). Laszlo and Brown (2014) see business responsibilities as something beyond sustainability and take them to a responsibility with connection and care for others and the world as a goal for every organisation (Rosenzweig and Lochridge, 2010). And as The Toyota Way states ‘Do the right thing for the company, its employees, the customer, and society as a whole’ (Liker, 2004, pp72) which can be seen as a holistic view and system thinking. But an inclusion of society makes a system thinking more complex than it already is (Rosenzweig and Lochridge, 2010).

The societal and/or social entrepreneurship have attracted increasing attention during the past decade (Gawell, 2013). It can be seen that social entrepreneurs respond to the needs in society (Peredo and McLean 2006) and are pointed out as related to two different concepts: creating value for the common good and to ‘change the world’ (Gawell, 2013). Social entrepreneurs have social gain as their main focus rather than economic profit and they provide innovative solutions to global sustainability challenges (Laszlo and Brown, 2014). It can be seen that the entrepreneurship and profit are used for social purposes (Fowler, 2000; Harding, 2004) and that social value and development are put before financial benefits and profit (Mair and Martí, 2006). But it also can be found that the social goals of social entrepreneurship can be various and that the commercial exchange can vary within a social entrepreneurship initiative. Pedro and McLean (2006, pp 63) present an overview of the range within social entrepreneurship concerning social goals and commercial exchange. In the overview it is seen that the goals range from being exclusively social, where the social goals are subordinated and the commercial exchanges are none, to where the social goals can be found among other goals but are subordinated and the commercial exchange is the prime or prominent object (ibid).
Social entrepreneurship is performed in many different ways while their specific purpose is defined by those that take action (Smith and Stevens, 2010). Societal entrepreneurship can be seen at all levels of society around the world (Frankelius and Ogeborg, 2009), and the entrepreneurs have social or societal aims (Gawell, Johannisson and Lundqvist, 2009b). A social entrepreneurship initiative can take different forms and its specific purpose is defined by the ones taking the steps to start the initiative, as are the available and needed resources and the problem size (Smith and Stevens, 2010). Societal entrepreneurship initiatives can be found on different levels all over the world, in different contexts and they can be a small or a global initiative (Gawell et al, 2009a) and involve a mixture of non-profit organisations (NPO) and commercial organisations, public and private market, academia and surroundings (Moe, 2009). In Swedish publications and research, societal entrepreneurship is a wide concept that includes social entrepreneurship (see e.g. Gawell, Johannisson and Lundqvist, 2009b, Lundqvist and Williams Middleton 2010; Westlund and Gawell 2012). According to Gawell, Johannisson and Lundqvist (2009b) societal entrepreneurship can be seen as an umbrella concept for activities that are entrepreneurial with mainly social or societal aims. Different entrepreneurial concepts can be found in the societal entrepreneurship concept, entrepreneurial initiatives such as social entrepreneurship, public entrepreneurship, social economy, community entrepreneurship, activist entrepreneurship and corporate social responsibility (CSR) (Gawell et al, 2009b).

According to Sundin (2009) and Asplund (2009) a societal entrepreneurship is closely connected to the place where it is realised and Sundin (2009) and Frankelius and Ogeborg, (2009), write that it should be understood in terms of its time and place. The context where it is performed is where the problems are (Austin, Stevenson and Wei-Skillern, 2006) and it is a context that is well known to the societal entrepreneurs that are involved (Johannisson and Wigren, 2009). The context is important in order to understand who gets involved and when, how and why it happens (Welter, 2011). It has been found that there are possibilities to understand customer value creation from a system view and include society by studying societal entrepreneurial cases.
Zahra et al. (2009) point out that to meet social needs the social entrepreneurs create new initiatives or use organisations that already exist. To find out and exploit opportunities they combine resources in new ways and use existing organisations or start new ones to create social value (Mair, and Marti 2006; Zahra et al, 2009).

In the literature the processes of social and societal entrepreneurship are referred to (see for instance Berglund and Johansson, 2007; Westlund and Gawell, 2012; Skoglund, 2005; Sundin, 2009; Mair and Marti, 2006) and focus on processes is one of the important parts within the TQM area (Lagrosen, 2006; Bergman and Klefsjö, 2010). The processes of creative and innovative social entrepreneurship initiatives are mainly assumed instead of theoretically and empirically studied (Perrini, Burro and Costanzo, 2010). Perrini et al. (2010) have studied a single case, San Patrignano, which can be seen as a social entrepreneurship initiative. They propose a model of a process that presents the formation of a new organisation for a social entrepreneurial initiative with contextual dimensions and individual dimensions connected to the formation. The main stages start with opportunity identification and then as follows: opportunity evaluation, opportunity formalisation, opportunity exploitation and opportunity scaling-up. The process model presents variables connected to both individual and contextual variables that impact on the process as it develops (ibid). The process that they present has not been presented from a TQM and a value creation perspective.

An initiative with a process perspective to study a societal entrepreneurial initiative has been put forward by Fredriksson (2004) but it does not present the processes of creation and innovation of a new societal or social initiative. Fredriksson (2004) suggests a model for cooperation in community development modified out of “quality circles”. The model presents how cooperation develops, presented as a process, between different stakeholders and it gives a structured way to work with societal improvements (ibid). According to Fredriksson (2004) the model can be used in temporary organisations and non-profit organisations.

The definition of societal entrepreneurship in this thesis is cases where an activity is started to create societal value. There could have been an interest in economic exchange but the main purpose had to be societal value creation and economic exchange had to be invested in the initiative so that more societal value could be created. The societal value that was delivered should present values that had social or societal intentions that created social or societal changes to reach social or societal advantages or values and meet social or societal needs.
3. RESEARCH METHODOLOGY

The purpose of this chapter is to describe the research methodologies that have been used to reach the purpose and to answer the questions of the research. The reliability, validity and generalisation are also discussed.

3.1 INTRODUCTION TO THE RESEARCH METHOD

According to Cresswell (2007), research develops out of the researcher’s philosophical and theoretical point of view. A researcher brings their world view, paradigms or beliefs into the research and the researcher uses interpretation and theoretical frameworks (ibid). According to Cresswell (2007) it is hence important that the researcher makes those explicit in presenting a study.

The conducted research has been influenced by previous knowledge within the areas of entrepreneurship, societal entrepreneurship, Quality Management, sociology, psychology, and processes of learning. It has also been influenced by earlier knowledge concerning data collection and analysis of data since those parts have been a part of my earlier career. Another area that has influenced the studies is a personal interest in societal development and value to the society and personal commitment in different associations that can be seen as societal entrepreneurial initiatives.

3.2 THE PURPOSE OF THE RESEARCH

A study can be exploratory, descriptive or explanatory (Saunders, Lewis and Thornhill, 2000) and the different concepts can all be concerned in studies for instance in case studies (Yin, 2012). Those concepts are connected to the purpose of the study but do not have a sharp boundary between them and there can be overlaps between them (Yin, 2009). It is however important to take one position to avoid misunderstanding when defining the method of research (Yin, 2007).

According to Saunders et al (2000), exploratory studies are used when there is a need to ‘clarify your understanding of a problem’. According to Yin (2012) exploratory studies are conducted when there is some uncertainty about major aspects. And Hancock and Algozzine (2011) claim that exploratory studies often are a pre-study to upcoming studies to define research questions or to determine the possibilities to go through with a study (Hancock and Algozzine, 2011 pp 37). Some see case studies as an exploratory phase but it goes beyond exploratory functions (Yin, 2012 pp 5). Exploration can help to elaborate important conceptual topics within subject areas (Yin, 2012 pp 31).
Descriptive studies can be a prolongation of the exploratory research according to Saunders et al (2000). When starting with a descriptive study, it is necessary to have a clear picture of what is about to be studied (ibid). Descriptive studies provide rich and revealing insight into the social world of the studied cases and describe and cover specific social scenes and interactions (Yin, 2012 pp 49). Descriptive studies try to present a thorough description of a phenomenon in its context (Hancock and Algozzine, 2011 pp 37).

Saunders et al (2000) state that an explanatory study is conducted when the research aim is to establish a causal relationship between different variables. Explanatory studies have the purpose of determining the cause-and-effect relationship and determining how events accrue and which ones might affect certain results (Hancock and Algozzine, 2011 pp 37). The explanatory case study is to explain how and why a sequence of events arises (Yin, 2012, pp 89). Yin states that it is when a researcher ‘explains how and why event x led to even y’ (Yin, 2009 pp 42). The real world can be complex and be explained over a long period of time which leads to a need for explanatory case studies (Yin, 2012, pp 89). Independent variables explain the variability in the dependent variable and the independent variables explain the phenomenon that is studied (Yin, 2012, pp ). An explanatory case study cannot prove anything in the same way as experiments can but it can enrich the understanding of a cause-and-effect relationship (yin, 2012, pp 89). According to Yin (2012), a case study is relevant when research questions are asked that are descriptive or explanatory. According to Yin (2012 pp 5) descriptive questions concern what has happened or is happening and explanatory questions concern how or why something happened.

The purpose of the conducted research in this thesis has been to contribute to the knowledge and understanding about customer value creation from a system view and to the development of Quality Management with the research questions; ‘How can societal value creation be understood based on the growth and development of societal entrepreneurial initiatives?’; ‘How can customer value creation be understood in the customer sphere from a system view?’ and ‘How can the management role in customer value creation be understood from a system view?’ so an explanatory study has been conducted. This was done out of a need to establish a causal relationship between the factors that were found important in customer value creation. There was also a need to determine how customer value accrues and how the different components important for customer value creation affect the result, i.e. the customer value. There was also a need to explain how and why a sequence of events arises. Furthermore the possibility to explore the complexity of value creation and study the phenomenon over a long period of time was of
importance as well as to enrich the understanding of the cause-and-effect relationship in the customer value creating system. But the study has also had elements of an exploratory study since the studies in paper A, E and D can be seen as pre-studies to the other performed studies (Paper A to paper B and C; paper D to paper G; and paper E to paper F) and since those studies gave the opportunity to elaborate important conceptual topics to the upcoming studies.

3.3 RESEARCH APPROACH

3.3.1 Positivism and hermeneutics

According to Saunders et al (2000) positivism and phenomenology are the research processes that dominate literature. Positivism and hermeneutics are according to Hartman (2004) two different theories of science. According to Hartman (2004) the differences between positivism and hermeneutics theories are not crystal clear while Saunders et al (2000) claim positivism and phenomenology are mutually exclusive according to how knowledge should be developed.

Hartman (2004) claims that positivism describes the world out of what is observable and that it is a scientific knowledge with theories and terms that refer to measurable phenomena and statements and connections between those phenomena. The most important way to gather knowledge about reality is through observations of the reality in natural settings or by experiment. Developed theories are then used to explain the course of events in the world (ibid). Hartman (2004) states that hermeneutic science strives to understand how people perceive the world. These perceptions are seen as not measurable, instead human behaviour needs to be interpreted to achieve an understanding of how they perceive the world (ibid). The positivism theories are not suitable when it comes to getting an understanding of human behaviour according to Hartman (2004). According to Abnor and Bjerke (2009) the positivist strives to explain and the hermeneuticist strives to understand.

The studies presented in this thesis have strived after an understanding of, and is an interpretation of, how people perceived that customer value has been created within the societal entrepreneurship area. The different studies have all been a part of the understanding of customer value creation that have developed over time as the studies have been performed; thereby a hermeneutic approach has been followed.

3.3.2 Induction and deduction

Saunders et al (2000) claims that when conducting research a choice needs to be made between a deductive or inductive approach. Abnor and Bjerke (2009) claim that abduction is a third method that sometimes is pointed out. Abduction is a combination of induction and deduction where a studied case is put into
hypothetical pattern and/or being confirmed by new observations (ibid). According to Saunders et al (2000) a deduction is about developing a theoretical or conceptual framework that is then tested. Theoretical or conceptual frameworks are developed or found by studying literature to identify theories and ideas that are tested by using data (ibid). The deductive approach is about testing hypotheses (Saunders et al 2000; Abnor and Bjerke, 2009). It has a highly structured methodology with ways of enabling facts to be measured quantitatively and must have a sufficient numerical size of samples (Saunders et al 2000). According to Saunders et al (2000) an inductive approach is when data will be explored and developed into theories that are subsequently related to literature. Out of the empirical reality general theories are developed and new knowledge is created (Abnor and Bjerke, 2009). An inductive approach does not start with theoretical theories or a conceptual framework according to Saunders et al (2000). Within an inductive approach theory follows data and not the opposite as in a deductive approach. The inductive approach is concerned with the context of the case which makes it more appropriate with a small number of cases (ibid). Saunders et al (2000) present major differences between deductive and inductive approaches, see Table 3.1.

Table 3.1. Major differences between deductive and inductive approaches to research (After Saunders et al, 2000, pp 91).

<table>
<thead>
<tr>
<th>Deduction emphasises</th>
<th>Induction emphasises</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Scientific principles</td>
<td>• Gaining an understanding of the meanings humans attach to events</td>
</tr>
<tr>
<td>• Moving from theory to data</td>
<td>• A close understanding of the research context</td>
</tr>
<tr>
<td>• The need to explain causal relationships between variables</td>
<td>• The collection of qualitative data</td>
</tr>
<tr>
<td>• The collection of quantitative data</td>
<td>• A more flexible structure to permit changes of research emphasis as the research progresses</td>
</tr>
<tr>
<td>• The application of controls to ensure validity of data</td>
<td>• A realisation that the researcher is a part of the research process</td>
</tr>
<tr>
<td>• The operationalisation of concepts to ensure clarity of definition</td>
<td>• Less concern with the need to generalise</td>
</tr>
<tr>
<td>• A highly structured approach</td>
<td></td>
</tr>
<tr>
<td>• Researcher independence of what is being researched</td>
<td></td>
</tr>
<tr>
<td>• The necessity to select samples of sufficient size in order to generalise conclusions</td>
<td></td>
</tr>
</tbody>
</table>
Out of the differences and the description made by Saunders et al (2000) and Abnor and Bjerke (2009), the studies of this thesis have been performed with an inductive approach. Previous data about the area or a hypothesis about the area were not tested and a qualitative approach was not used. The research focus was on exploring, and reaching an understanding to develop a theory on how societal value is created and the context was of concern to get an understanding. Data that was gathered was qualitative and an understanding of the researcher was a part of the research process. The research focus was mainly on getting an understanding and to learn from the studies and not to make any statistical generalisation. But the studies have also been connected to the deductive emphasises since there was a need to explain causal relationships between variables of the customer value creating system since there was a time aspect involved; customer value was created in processes over time.

### 3.3.3 Qualitative and quantitative approach

Both a quantitative and qualitative study can be conducted within research. According to Patton (2002) qualitative methods support depth and detailed issues. Since the field is approached without predetermined categories, this contributes to depth, openness and details (ibid). Patton (2002) states that quantitative studies use standardised measures. Patton (2002) also states that limited sets of predetermined response categories that represent people’s perspectives and experiences assigned with numbers are used. The quantitative approach gives opportunities to measure a great number of people’s reactions with a limited set of questions, which simplifies comparison and statistical aggregations (ibid). According to Hartman (2004) quantitative studies divides the world into different categories and puts up quantitative questions about those categories. Quantitative research puts up numerical questions about qualities that are measurable and studies the numerical relationship between two or more measurable qualities (ibid). If the qualities are not measurable there is no opportunity to conduct a quantitative study according to Hartman (2004). Patton (2002) states that both qualitative and quantitative research can be done in the same study and Yin (2012) claims that a case study can be both qualitative and quantitative.

The qualitative study has some common characteristics according to Cresswell (2007): data are collected in ‘natural settings’; the researcher is a ‘key instrument’; multiple data sources are used; an inductive analysis is made; the participants’ meaning is in focus; the research process is of an emergent design; a theoretical lens is used; ‘interpretive inquiry’ is influenced by the researcher; and it has an ‘holistic account’ (ibid). Those are characteristics that suited the studies that have been presented in this thesis. The philosophical assumptions presented by Cresswell
(2007) also seemed appealing to the studies that were about to be done. In the performed studies the qualitative approach seemed appropriate since it was an issue that was complex and needed detailed understanding, persons had to share their story to find out how value was created, an understanding of the context was needed, a theory had to be developed to complement existing theories and quantitative measurements and statistical analyses seemed inappropriate.

3.4 THE RESEARCH PROCESS

During the whole research process literature reviews have been performed. The purpose was developed and present during the whole research process. The research questions have been developed as the research proceeded. First, research question 1 was developed and when the result connected to this question was accomplished, research questions 2 and 3 were developed and the result connected to those.

The purpose of this thesis has been answered by means of three research questions which have been answered through seven papers and five studies. Research question (RQ) 1 was answered by studies connected to papers A, B and C. Paper A was based on the literature study. Paper B was based on empirical case study 1; Paper C arose out of the empirical case studies 1, 2, and 3; RQ 2 was answered by studies connected to papers D and G and RQ 3 by studies connected to paper E and F. Paper D was based on empirical case study 4; Paper E was based on empirical case study 2 and 5, Paper F was based on empirical case study 1, 2 and 3; and Paper G was based on empirical case studies 1, 2, 3 and 4. All the papers are referred to in the main findings and conclusions presented in this thesis. See Table 3.2.
Table 3.2. Parts and connections within the research from literature until completed papers and main findings and conclusions

<table>
<thead>
<tr>
<th>PURPOSE</th>
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<tbody>
<tr>
<td>Research Question</td>
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<tr>
<td>Literature Review</td>
</tr>
<tr>
<td>RQ1</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>RQ2</td>
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<tr>
<td>G</td>
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<tr>
<td>RQ3</td>
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<tr>
<td>F</td>
</tr>
</tbody>
</table>

Main Findings and Conclusions

Figure 3.1 presents the research process on a time axis from start to completed thesis. The research journey started in January 2011 and during the whole research process literature has been studied; areas of interest have been societal entrepreneurship, QM, TQM, process mapping, system view and customer focus and value creation.

Figure 3.1. The research process presented on a time axis from January 2011 until May 2016.

The research journey started with an interest in the area of Quality Management, TQM, customer focus and value creation, entrepreneurship and societal issues. Thereby the societal entrepreneurial area was an interesting area to study out of a
TQM perspective. Also, the increasing interest in social, societal and environmental factors both in the quality management area and from customers influenced the choice to study societal entrepreneurial initiatives since societal entrepreneurs are interested in creating value within those areas. When the studies started the view on customer value creation was that customer value was created by the organisation within the borders of the organisation.

**Purpose, RQ1 and paper 1, 2 and 3**

During the literature review a picture of the various aspects of the societal entrepreneurship processes was emerging as the literature was read. It was not the intention at first to discover the processes that deliver societal value within the societal entrepreneurship area, but since societal value seemed to be an important result of societal entrepreneurial initiatives and since an interest in how societal values were created emerged with a focus on processes out of the TQM perspective. It also seemed to be possible to find processes connected to how societal value was created and to describe the growth and development of societal entrepreneurial initiatives out of a process perspective. Out of those circumstances the studies of societal entrepreneurship started and the purpose and the first research question emerged.

A literature case study design was made and the literature case study was conducted. Out of the analysis findings were arrived at as to how societal value was created and how the process map was constructed concerning the societal entrepreneurship area and paper A was written. When paper A was written it seemed to be a natural step to go into the empirical context to study the phenomenon so an empirical case study design was developed and the empirical case 1 was studied and the findings out of this study are presented in paper B. After that further data was needed to verify the processes that had been found so further data was collected through case studies 2 and 3 and then used together with the findings from case 1 to write paper C.

In those studies it was seen that the context had an important part in the possibilities to create customer value creation which made it necessary to widen the system borders to also include the local surroundings in the customer value creating system.

**RQ 2 and papers D and G**

During the whole research journey I have been a part of a teaching team that taught students about customer value and the attributes that created those values within the area of societal entrepreneurship by using Attribute-value mapping (see Goldenberg et al, 2009). By being a part of this teaching team, possibilities were seen
to develop the attribute-value mapping tool to include more customers than the ones that use or pay for a service or product. And during 2013, RQ 2 started to emerge. A case study design was made and case study 4 was performed and paper D was written. This study lay the ground for the further studies connected to this research question. The findings from the study along with further literature reviews within the area of customer value creation had created an interest in value created to customers when a product or service was delivered to the customer. The borders of the value creating system were further moved to include the value creation when a product or service are delivered to a customer. Through literature reviews I came into contact with Service Dominant Logic (see for instance Vargo and Lusch, 2004, Vargo and Lusch, 2008; and Vargo, Maglio and Akaka, 2008) and Service Logic (see for instance Görnroos and Voima, 2013; Görnroos and Gummerus, 2014) and found that value creation could be seen as co-creation and as something created in the customer sphere by the customer. And RQ2 was established. A case study design was made and case study 4 continued and along with case studies 1, 2 and 3 the study was performed. Out of the findings from this study, paper G was written in 2015.

RQ 3 and papers E and F
Between papers D and G the research also took on another perspective. The study of management and its role in customer value creation seemed natural to include in the system since a committed leadership is a value within the TQM area (see for instance Bergman and Klefsjö, 2010) and management processes are of importance (see for instance Juran 1974; Egnell 1994; Rentzog, 1996; Ljungberg and Larsson, 2012). Therefore research question 2 emerged and case study 5 was performed together with case study 2 and paper E was written. The findings in paper E showed that the leaders had a role in customer value creation. This together with earlier research that management processes are of importance in an organisation made it interesting to further study the management and its processes for customer value creation. A case study design was made and data from cases 1, 2 and 3 were analysed and paper F was written.

The purpose and the total result
In 2016 when the studies had been performed and the papers had been written the findings from the studies that had been presented in the different papers were merged together into a total result. The findings from the studies were like pieces in a jigsaw puzzle, and the totality of the pieces became the value creating system.
A developed view on customer value creation through the studies

The view on customer value creation has developed as the research has moved on. When the first case study started the view point had an internal perspective such as within quality management according to Woodruff (1997) and customer value was seen as created by and within the organisation, through processes. The view on, and the system of customer value creation, have developed and been expanded during the research journey through literature reviews, data collection, data analysis and result. First to include what is happening before an organisation is established, surroundings and management then co-creation, customer sphere and society.

The bigger system and the relationship to TQM

During the research the borders of the value creating system moved and the system grew as presented above. The studies connected to the different research questions could be seen as pieces that could be connected to each other to get a bigger picture of the value creating system. During the research a thought had emerged that the findings were more than what was found in the TQM concept i.e. that considers “continuous improvements before, during and after production (Bergman and Klefsjö, 2010, pp 97). Also the fact that there is an increasing interest in social, societal and environmental factors (see for instance Liker, 2004; Rosenzweig and Lochridge, 2010; He and Lai, 2014; EFQM Model, 2015; ISO 14001:2015) made it interesting to see how the findings could contribute to the development of Quality Management. So, towards the end of the research the result was juxtaposed with the thoughts of TQM to get an understanding of how the findings could contribute to the development of Quality Management and take into consideration the increasing interest in social, societal and environmental factors.

3.5 METHODOLOGICAL CHOICES IN THE PERFORMED STUDIES

3.5.1 Research method

A qualitative research study can be approached in several ways according to Cresswell (2007). Some of the qualitative methods that can be chosen are Narrative Research, Phenomenology, Grounded Theory, Ethnographic Theory and Case study (Cresswell, 2007). According to Yin (2007) each method has its advantages and disadvantages. He claims that the different approaches overlap and that the researcher can chose any of them depending on what is going to be studied and if it is current or historical events that are going to be studied (ibid). According to Yin (2009) there are three conditions that need to be considered when choosing research method: the type of research question; extent of control over behavioural events; and contemporary events.
Different research methods were studied and questioned several times to find out which one would be best suited for the purpose, research questions and the researcher’s worldview. The choice ended up as case studies since, according to Yin (2012), this gives an opportunity to find new results and gives a deep understanding, rich descriptions and explanations that are insightful, which were of interest in the conducted studies. The case study is according to Yin (2012) also suitable when the questions are descriptive and ask questions such as ‘What is happening or happened?’ and questions that are explanatory that ask ‘How or why did something happened?’ (Yin, 2012, pp 5). Yin also claims that Case studies are suitable for collection of data in a natural setting. There was a need to study “real-world situations” and to get answers to explanatory questions about how customer value was created. Also the fact that there was no need for control of behavioural events and focus was on contemporary events and not historical ones influenced the choice of case studies (Yin, 2012; Yin, 2009).

3.5.2 Choice of recommendations concerning case studies

There is a lot of literature within the research area that presents many different ways of conducting studies. After searching within the literature, Robert K. Yin was chosen as the main source concerning how to conduct a case study. This was done since he was referred to in many literature sources concerning case study research, see for instance Cresswell, (2007), Saunders et al (2000) and Patton (2002) and because Yin was recommended by other researchers. After studying Yin’s (2007; 2009; 2012) recommendations concerning a case study, it seemed to be a source that gave a comprehensive picture of case study research and design. Another reason to choose one main source of how to conduct a case study was to strive to maintain a good level of validity and reliability.

3.5.3 Case studies and design

According to Yin (2009), a single-case study can either be done holistically where a single unit is analysed or as embedded in the context where multiple units are being analysed. A multiple case study can be made embedded or holistic and can be selected to predict similar results, i.e. direct replication, or contrasting results, i.e. theoretical replication (Yin, 2012). Yin (2012) claims that a multiple case study provides greater confidence in the findings.

The literature case study was made to find out what the previously conducted research had showed. Within the literature case study the different cases were embedded and seen as one context. That was done to get as comprehensive a picture as possible of how customer value was created and since the different cases within the literature did not show a sufficiently comprehensive picture on their own. The
different cases needed to be blended into a bigger picture. The following empirical studies 1, 2, 3 and 5 could be seen as holistic and each case could be analysed on their own. This made it possible to find out data and conclusions connected to the specific case and out of that make a cross case analysis and comparison between the empirical cases. Case 4 was different since it consisted of several different cases. Out of the setup of the study method the first study where case 4 is included the cases could be seen as holistic and each case could be analysed on its own. In the second study where case 4 is a part the cases were embedded and seen as one context. That was done to get as comprehensive a picture as possible and since the cases did not show a sufficiently comprehensive picture on their own. The fact that data was collected by students also influenced the decision to embed the cases and see them as one to get as comprehensive a picture as possible.

3.5.4 Data collection

Data have been collected in different ways. First data collecting activities in all the studies are presented, then data collection in literature case study followed by a presentation of each of the empirical cases and then data collection in the empirical case studies.

Data collection in all studies

The studies that were performed gave opportunities for data collection activities connected to the case study presented by Cresswell (2007), see Table 3.3.
Table 3.3. Data collection activities within case study, after Cresswell (2007, pp 120-121), and possibilities and activities of the conducted studies.

<table>
<thead>
<tr>
<th>Data collection activities within case study according to Cresswell (2007)</th>
<th>Conducted studies Possibilities and activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sites or individuals</td>
<td>A bounded system, such as a process, an activity, an event, a program or multiple individuals</td>
</tr>
<tr>
<td>Access and report</td>
<td>Gaining access through the gatekeeper, gaining the confidence of participants</td>
</tr>
<tr>
<td>Purposeful sampling strategies</td>
<td>Finding a “case” or “cases”, an “atypical” case or a “maximum variation” or “extreme” case</td>
</tr>
<tr>
<td>Forms of data</td>
<td>Extensive forms, such as documents and records, interviews, observations and physical artefacts</td>
</tr>
<tr>
<td>Recording information</td>
<td>Field notes, interview and observational protocols</td>
</tr>
<tr>
<td>Field issues</td>
<td>Interviewing and observing issues</td>
</tr>
<tr>
<td>Storing data</td>
<td>Field notes, transcriptions, computer files</td>
</tr>
</tbody>
</table>

Data collection in literature case study

Within the conducted literature case studies multiple data sources were used as recommended by Yin (2012). Within the literature case study documents and archival records were used. Those were searched for within the area of societal entrepreneurship and described different cases, how they had developed and the work that they performed and what they delivered. These were found through databases, previous knowledge about literature and from other scientists through a hermeneutical view. The search words in databases were “societal entrepreneurship” and “social entrepreneurship” and the databases that were used were “SCOPUS” and “Google Scholar”. This gave a broad picture of different types of societal entrepreneurship initiatives from all over the world.
Studied empirical cases

Five empirical cases have been studied, where one of the cases are seen as one case despite the fact that there is several cases that have been embedded together as a whole which, as Yin (2009) points out, is possible. Cases 1, 2, 3 and 5 were chosen based on previous knowledge about their work and through information from other researchers; the cases were convenience samples. The cases were chosen since they showed some inequalities, see description of each case, to get a broader picture of the societal entrepreneurship and to get opportunity to see if there are any differences between different cases of societal entrepreneurship initiatives. Cases 1, 2 and 3 were chosen based on previous knowledge about their work and through information from other researchers; the cases were convenience samples. The cases were chosen since they showed some inequalities, see description of each case, to get a broader picture of the societal entrepreneurship and to get opportunity to see if there are any differences between different cases of societal entrepreneurship initiatives. Cases 1, 2 and 3 are located in the north of Sweden, case 5 is located in the south of Sweden, case 4 contains initiatives from all over the world and all of those initiatives can be seen as initiatives within the societal entrepreneurship area.

The first case that was studied is a community-based local development project in one area of a medium-sized town. The studied project is a part of a larger project in the municipality. They are working to create and encourage local development, establish a positive picture of the future and attract more residents to the municipality. The project is active in two different locations: one in the countryside and one in the city. The city location is the focus of this study. The target group of the project is local inhabitants, schools, organisations, associations and business managers with a special focus on youth. To achieve their purpose they build networks and support local meeting points, actors and residents. In this project the municipality is the initiator and it is financed by the municipality, voluntary resources and resources from other associations. The project continued until the end of 2013, after which they had time to achieve results even after the study had been completed. The case was chosen on the basis of information from other researchers in the area of societal entrepreneurship.

The second case is a work integrating enterprise that helps people that are excluded from the labour market to integrate into employment and society. It is a business cooperative that is registered as an incorporated association. They find and create job opportunities for people that are going back to employment or that are going in to employment both within their own organisation and in other organisations. They are located in a small community and have about 20 employees, of which approximately half are seasonal and work 4-6 months during the year. It is a cooperative which is registered as an economic association with stipulated regulations that includes that all profit will be invested in the association or in similar activities. All of the employees in the association are offered the chance to become a member of the association. Together the members create opportunities for themselves which are central to the business activity. They finance their activity by
wage allowance (lönebidrag) financed by the state and commercial incomes. The goal is that 50% of their activities will be financed by commercial incomes. Their customers are the municipality, companies and private persons. Some of the things that they offer are transportation services, forestry, a flea market, graphic production, staffing for local businesses. They are constantly looking for other things to offer and in that way they can employ more people. The case was chosen based on previous knowledge about the case and its activities.

The third case is located in a small village. It is a local development initiative with a focus on: development of the area; comfort, well-being and activities for inhabitants and visitors of different ages; development of associations and enterprises in the village; and to create a positive view of the village. The work is performed on a voluntary basis and new initiatives are taken by private persons that are residents in the village. The village wants to make a profit and once a year they organise a huge event that generates income for the village. The money is invested in different projects connected to the rural community centre in the village. Both inhabitants and holiday visitors in the village are very active in coming up with different activities to carry out, mostly for inhabitants and holiday visitors with cabins in the village, but also for people from other places. They have succeeded, to quite a remarkable extent, in increasing the number of residents and enterprises in the village during the last 10 years. The case was chosen out of earlier knowledge about the work performed in the village.

The fourth case includes multiple cases of societal entrepreneurial initiatives. Being a part of a teaching team meant that we were granted access to data connected to Case study 4. Case study 4 contains 18 different societal entrepreneurial initiatives found to be successful in delivering societal values. The initiatives were identified by students at a course at Mid Sweden University. They were then approved by the teaching team as interesting initiatives to study. The societal entrepreneurial initiatives were very different in character and delivered different kinds of societal values. The studied cases include educational initiatives within different areas such as sustainable society, elementary schools, preventing bullying, strengthening students’ self-esteem and confidence. They also include initiatives that are working with new technical solutions; taking care of the environment and developing its ability to be sustainable; reducing food waste; decreasing hunger; getting people that are long-term unemployed into the labour market; sustainable tourism; recycling; development of the local community; helping addicts to get drug free and to working for peace.
The fifth case includes two municipal preschools run by the local municipality. The preschools have one manager. They are located 1.3 Swedish kilometres from each other. Each has four departments which are each led by one division leader. In total there are 172 children between 1-5 years old and 50 co-workers employed. 44 of the co-workers have permanent positions including eight division leaders and one manager. The manager was hired at the first preschool in September 1996 and at the second in January 2001. The preschool has achieved great success and their work has led to various forms of results. The preschool is held in high esteem by parents, children and co-workers. There is a waiting list for new children and job-seekers are constantly applying for work. Since many apply for jobs it has always been easy to recruit new staff. They have attracted considerable attention outside the organisation, which has led to the manager frequently being asked to give lectures about the activities they perform and her style of leadership. They have also received recognition in the form of different prizes, providing staff with proof that they are doing something good. The manager has received recognition from her own manager and her leadership has led to satisfied parents, healthy and satisfied co-workers and happiness and development among the children. The case was chosen due to this great success and positive results.

**Data collection in the empirical case studies**

Within the empirical case studies, the research design and the different cases have provided different opportunities to use different data sources, see description connected to each case. First the common features of cases 1, 2 and 3 are presented and then the specific features for each of them followed by data collection for case 4 and 5.

The persons that were chosen to participate in interviews were key figures such as project leaders, work managers and board members. As Yin (2012) comments, these give more value to a study than an ordinary project participant. In some cases the interviewees can have had other roles such as for instance customer to the initiative.

**Data collection for empirical case studies 1, 2 and 3**

In case 1, 2 and 3 previously conducted questions were noted to be sure that no area of interest was lost. The questions were of an open character so that the interviewee could tell the story in her/his own way. During the interview the interviewer confirmed and at some points asked for clarification of what was being said. There was an earlier experience in conducting open-ended interviews that intervened in the choice of interview technique. The interviews varied a bit since the interviewees had different ways of presenting their knowledge about what had happened and describing the situation. Some of them were not asked so many questions since they
talked about the area of interest on their own while some needed more encouragement.

A second interview was done where the findings from analysis about the specific case was explained. The process map was presented and explained to those who had been interviewed earlier. That was done so that they could complement and/or contradict the findings. At the beginning of the interview the interviewee was asked to comment on the map and the findings if she/he felt anything was incorrect in what was presented. They were also asked to complement the data that were presented. Some complementary questions that had been prepared from the earlier results of the case had been noted down before the second interview to make sure missing parts were covered. The interviewees were also specifically asked if they thought that the process map represented the reality.

All of the interviews were recorded and transcribed except for one, in Case 1 notes were taken during the second interview as it was not possible to record the interview.

In cases 2 and 3 direct observations and participating studies were made: these were done to get a picture of an event in real time and to cover the case context. Field notes were made out of what was seen, heard and experienced.

Documentation was used to find data for cases 1, 2 and 3. In the description of the cases below more information is given about documentation that was used in the studies. Data from mass media sources were used, but not to find information about the case, just to see if the media can be seen as a support process.

*Data collection for empirical case study 1*

The study of case 1 included data from two direct observations studies, one participant observation conducted at a workshop, one interview with one of the project leaders, one interview with two project leaders and documentation concerning the project.

Studied documentation were project directives, invitations to the inhabitants in the area, memoranda from activities and meetings within the project, information about the project, growth program of the municipality, plan of action for the growth program of the municipality, surrounding analysis of the municipality and publications within different media. Documentation was given from the project leader and found on the internet.
The first interview with the project leader took place at the interviewer’s office. The second interview was done with two of the project leaders at a room in a school where the project leader had held a presentation about the project.

The participating observation was conducted at a workshop concerning the project. Participants were representatives from different local associations, such as schools, the police, university, a youth recreation centre, sports clubs, pensioners and the church. During the meeting notes were made concerning the method that was used during the meeting, who participated and how the discussions proceeded.

Two direct observation studies were conducted at workshops with residents that had been invited to the workshops. The residents had been invited to come up with viewpoints and ideas that concerned their local area. The meetings were observed and notes were made concerning the method that was used during the meeting, who participated and how the discussions proceeded.

*Data collection for empirical case study 2*

Data that were collected concerning case 2 were obtained through two interviews with one leader of the association, and documentation.

Documentation that was studied included: a brochure from Tillväxtverket (the Swedish Agency for Economic and Regional Growth) about social enterprises where the case was described; pages from the homepage of the EFS-council (EFS-rådet); the municipality’s homepage where the case is active; Studieförbundet vuxenskolan; the homepage of the case; an information brochure about the case; project applications; and the internet. The documentation was found on the internet using the case’s enterprise name as the search word in Google and with the help of the interviewed leader of the case.

Both interviews were conducted at the office of the interviewee.

*Data collection for empirical case study 3*

To collect data for case 3, two interviews were conducted with one of the initiative takers, documentation was studied, direct observations and participant observations were done.

Documentation concerning the project that was used included: invitations to the annual event; information from homepages connected to the event and organisations and enterprises within the village; and media reports. These documents were mainly found through the internet with the village name as the
search word. The observations and participation observations were made at the annual village event which presents the village and the opportunities it offers to visitors and also generates income. During the direct observations notes were taken about what people were doing, both visitors at the event and those active in work concerning the event. The participating observations were conducted by the researcher by participating as a volunteer during the evening of the event. The participating observation made it possible to ask other persons that were staff about the initiative. After participating, observation notes were made about what was done, who participated and what people had said.

Interviews were made at the office of the initiative taker on both occasions.

Data collection for empirical case study 4
In case 4 data was collected from year 2012 to 2015. Students at a course, one course each year, at Mid Sweden University worked on identifying societal entrepreneurial initiatives around the world. Being a part of the teaching team in the academic course gave access to data collected by students concerning societal entrepreneurial initiatives and attributes connected to those initiatives and values that they created. The students planned a study with support from the teachers and then travelled to visit the initiatives and collected data concerning success factors, attributes and created values connected to the initiative, mainly concerning management, organisation and financing, but also other success factors. The purpose of the studies was to identify: to whom value was created; who the initiative’s stakeholders were; factors critical to the creation of value for the stakeholders; how value is created; and attributes that contribute to customer value. The data have been collected by the students through interviews, observation studies and documents and in some cases also through participating studies. The students have then presented the collected data orally, in writing and through films to the teaching team. The students also presented identified attributes and created values in attribute-value maps that they had created by using Goldenberg et al (2009) instructions. Data were also collected through studies of the students’ practical use of the attribute-value-mapping tool (Goldberg et al, 2009) and the results that they presented through the use of attribute-value mapping.

Data collection for empirical case study 5
In case 5 data was collected on two different occasions when interviews were performed with the leader of the initiative. One of the interviews was made by a co-researcher at premises of the interviewee and the second interview was done over the telephone. The first interview focused on data collection concerning management and the second interview was made to get some clarifications.
connected to the management. As in cases 1, 2, and 3 previously conducted questions were noted to be sure that no area of interest was lost. The questions were of an open-ended character so that the interviewee could tell the story in her/his own way.

3.5.5 Analysis of collected data

The collected data have been applied and analysed in different ways depending on the research question in focus. Since the analysis part in the papers was limited, the analysis is further described in this chapter. The data analysis are presented in two sections. First analysis in all studies followed by analyses related to the separate research questions and studies.

Data analysis in all studies

The research has been influenced by the research questions but also the purpose of the thesis since all the studies and the analysis performed in all the studies in some way are setting out from a system view, a system view influenced by process orientation in the area of TQM. The process orientation has influenced the research in the way that in process orientation processes and sub-processes starts with an input and end up in an output, an output that becomes an input to the next process that is in line (Palmberg, 2009; Ljungberg and Larsson, 2012). According to Yin (2009) analysis is dependent on the researcher’s style and empirical thinking and Yin (2012) claims that it should be influenced by the research questions.

All the studies performed and presented in this thesis have been carried out within the context of the societal entrepreneurial area. To be able to understand and explain an entrepreneurial initiative from a system view there is a need to go to its context (Arbnor and Bjerke, 2009, pp 39). This context has then been seen as a system where patterns, interactions, relations and irregular aspects are searched for (Arbnor and Bjerke, 2009, pp 39).

A general strategy for analysing the data has been used where theoretical propositions, rival explanations and descriptive frameworks have been used since this is recommended by Yin (2009). All data that have been collected and rival interpretations have been considered which according to Yin (2009) is how a high quality analysis should be. The most significant aspects of the cases have been considered along with prior expert knowledge which Yin (2009) also points out as important in case studies. Rival explanations have also been made to strengthen the credibility of the explanatory case study (Yin, 2012).
Five different techniques concerning data analysis have been made use of to different extents in the studies, this is further described below. The analytic techniques have been used since Yin (2009) suggested these for possible use in case studies. The techniques are pattern match; explanation building; time series analysis; logic models and cross case synthesis. Several analytical techniques are relevant and can provide groundwork for high quality case-study (Yin, 2009) and therefore have been used. Since the purpose of the study was to make an explanatory study a pattern match by explanation building has been used, see Yin, 2009 pp 141. This is a way that can lead to major support of theory building (Yin, 2009).

Explanation building analysis is used to build an explanation about the case that is being studied and is relevant in explanatory case studies where causal links to how and why things happens are of interest (Yin, 2009). In multiple case studies with explanation, building the goal is to ‘build a general explanation that fits each individual case’ also when there is variation between the cases when it comes to details. It differs from pattern match in that pattern match starts with an initial theoretical statement or proposition. In the studies a theoretical statement has been developed or a theory about how it might be empirically proven. Those are then compared with findings from an initial case. Then the statement or proposition is revised and details of the case are compared with the revision. After that, the revision is compared with facts from other cases. This process is then repeated as many times as is needed (ibid). In the studies, a theoretical proposition on how it might be has been developed and is then tested and revised as the analyses and findings for the cases have developed. During the analysis, a constant reference to the original purpose was done which is of importance according to Yin (2009 pp 144). As a complement a time series analysis, (Yin, 2009) was made since the studies have included development over time. As part of the theoretical statement that was developed, a time axis perspective was included. After theoretical trends rival trends should be developed and tested according to recommendations by Yin (2009 pp 145-146). Rival trends have been put up and tested during the studies. The studies have also been partly influenced by Logic Models (Yin, 2009) since they show how the different parts are linked together in real life and show the complex chain of events over time and as dependent variable becomes independent variable (See Yin, 2009). Also cross case analysis has been used since it strengthens the findings and supports a replication logic (Yin, 2009).

There was a need in the analysis of the data to use the hermeneutical circle presented by Egidius (2002) since this puts separate phenomena into their context and thereby increases the ability to understand those phenomena. It was also a need to get a deeper understanding of the whole context that led to new understanding and
deeper knowledge concerning the parts of the context. The knowledge was made hermeneutical-dialectical where earlier experiences and knowledge were put into new context as the studies proceeded; new meanings were given to earlier knowledge and understanding. Thereby a deeper understanding of the different parts of the result was gained as well as a deeper understanding of the whole picture of the processes as the studies proceeded.

Triangulation was used when possible on the available data. According to Yin (2012) triangulation of data supports the findings of a study.

Within the conducted studies data analysis has been represented, see Table 3.4.

**Table 3.4.** Data analysis and representation within case study, after Cresswell (2007, pp 156-157+163) (in white) and activities conducted in the performed studies (in grey).

<table>
<thead>
<tr>
<th>Data Analysis and representation within case study, after Cresswell (2007)</th>
<th>Conducted studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data managing</td>
<td>Create and organise files for data</td>
</tr>
<tr>
<td>Reading, memoing</td>
<td>Read through text, make formal notes, formal initial codes</td>
</tr>
<tr>
<td>Describing</td>
<td>Describe the case and its context</td>
</tr>
<tr>
<td>Classifying</td>
<td>Use categorical aggregation to establish themes or patterns</td>
</tr>
<tr>
<td>Interpreting</td>
<td>Use direct interpretation Develop naturalistic generalisations</td>
</tr>
<tr>
<td>Representing, visualising</td>
<td>Present in-depth picture of the case (or cases) using narrative, tables and figures</td>
</tr>
</tbody>
</table>

The analysis has been made by means of practical methods such as process mapping (Ljungberg and Larsson, 2001), Attribute-value mapping (Goldenberg et al, 2009), soft systems methodology (Jackson, 2003; Checkland and Scholes (1990), rich picture process maps (Checkland and Scholes, 1990) and facility diagrams (Klefsjö, Eliasson, Kennerfalk, Lundbäck and Sandström, 1999). Most of these methods have been found to help analysis connected to case studies presented by Yin (2009).
Below the analysis for each study are presented in relation to the research question then the overall analysis of the findings of RQ1, RQ2 and RQ 3 are presented followed by the analysis of complementary findings.

**Analysis of collected Data – Research Question 1**

The following are analysis related to research question 1, ‘How can societal value creation be understood based on the growth and development of societal entrepreneurial initiatives? First analysis of collected data for both study 1 (see paper A) and study 2 (see paper B and C) are presented followed by further presentation of analysis in study 1 and in study 2.

**Analysis of collected data in study 1 and 2**

As research questions 1 were about finding out ‘How can societal value creation be understood based on the growth and development of societal entrepreneurial initiatives?’ Ljungberg and Larsson’s description of process mapping was used to analyse collected data, see Table 3.5.

**Table 3.5.** A structured 8-step working method for process mapping presented by Ljungberg and Larsson (2001, pp 207-208).

<table>
<thead>
<tr>
<th>Step</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Define the purpose of the process and its start and end point</td>
</tr>
<tr>
<td>2.</td>
<td>Use “brainstorming” to find all the possible activities of the process and write them down on post-it notes</td>
</tr>
<tr>
<td>3.</td>
<td>Arrange the activities in the right order</td>
</tr>
<tr>
<td>4.</td>
<td>Put together and set up new activities</td>
</tr>
<tr>
<td>5.</td>
<td>Define output and input for each activity</td>
</tr>
<tr>
<td>6.</td>
<td>Ensure that all activities are connected by the objects</td>
</tr>
<tr>
<td>7.</td>
<td>Control that the activities are on a common and “proper” level concerning details and that they have suitable names</td>
</tr>
<tr>
<td>8.</td>
<td>Correct until a proper description of the process is obtained.</td>
</tr>
</tbody>
</table>

Those instructions were followed to be able to construct and describe processes of value creating within the area of societal entrepreneurship with some differences. Instead of brainstorming activities the collected data were examined to find tasks, activities, events and results. Those were not arranged by using post-it notes, instead a database was constructed where files were created to arrange data.

The main process was further developed followed by the support processes and the management process. The main process was mapped on a level with sub-processes, output and input. The management process were identified and given suitable
names. The support processes were identified and divided into different areas of support that were given suitable names.

Next the activities were arranged in the right order and put together with activities in steps 3 and 4 according to Ljungberg and Larsson’s (2001) recommendations on how to conduct a process map. This was similar to the content analysis presented by Patton (2002) since activities, tasks, events and results were merged together in processes, sub-processes, inputs and outputs.

Process mapping gave opportunities to make sense out of a huge amount of data and find patterns and create a framework to present the essence of the data which is a challenge in analysing data according to Patton (2002). The process mapping provided opportunities to carry out explanation building; time series analysis; and to present a logic model. Explanation building could be done on how societal value was created and time series analysis in the main process showed what comes first and then second and the causal relationship. It was also possible to create a logic model in the main process that explained the complex chain of events over a longer period of time in a chain of cause-effect-cause-effect pattern. Since the literature case study was available, it also was possible to conduct a pattern match analysis between the empirical findings and the literature findings. Also, as the different empirical cases were seen as independent cases, it was possible to make a cross-case synthesis concerning findings within all the studied cases. This cross-case synthesis was first carried out on a high level concluding that all the cases had similarities to the previously conducted literature case study. Next it was done on a deeper level where the case-specific findings were also examined to find out if there was anything that had been overlooked.

In the cross-case analysis the support process names were further developed since previously developed support process names were not found to be suitable. That was done by means of an analysis of the results that showed that there were more similar fields where support processes were carried out and by using Ljungberg and Larsson’s (2012) proposal of how to create process names.

Analysis of collected data in study 1
During the mapping in study 1 previous knowledge within the area was used to complete the main process in some areas. This knowledge is from the areas of entrepreneurship, Quality Management, sociology, psychology, and processes of learning. Names of the processes, sub-processes and input/output were evaluated, questioned and redefined several times to see if they were suitable.
Since the research showed that things are done in different ways within different societal entrepreneurship cases the process map needed to be done at a level that was flexible and could be understood and used in several cases. To achieve a flexible process map seemed important so that it did not force the societal entrepreneurs into how things should be done since the societal entrepreneurs are influenced by the time and place where their activities are performed. It also seemed important to keep the map on a general level so that it would suit different kinds of societal entrepreneurship initiatives.

The theoretical process map that was developed out of the literature study was tested and discussed with researchers in the societal entrepreneurship and quality management areas. It was modified, questioned and updated several times as literature studies and discussions proceeded. The process was also tested against societal entrepreneurship cases and other descriptions of the phenomenon within the literature with the purpose of further development and confirmation.

Analysis of collected data in study 2

Analysis in study 2 was done on each case separately. Analysis of a case started with one data source, then the next source and so on. This was done according to Ljungberg and Larsson’s (2001) recommendations on how to map processes until stage 6 but with the diversities described above. The results from the different sources were merged into a total result of the case. During the analysis of the different sources, the findings were compared with the different parts of the previously developed theoretical process map that had been developed out of the literature case study to see if the data fitted into the different themes and patterns that had been found earlier, i.e. processes, sub-process, input and output, or if there were any new findings.

In empirical case 1 comparisons and analysis of the time axis and the main process became a bit different. Data concerning the main process showed no similarities with the previously developed main process because the data did not fit into the map. Data that had been put into a time axis were studied over and over again to find other patterns to see if the process was different in this case, but after a lot of analysis of the time axis sub-processes, output and input, it turned out that the process could be used over and over again.

When the second interview was done (where the result was presented and explained to the interviewee) tasks, activities, events and results were picked out and analysed to see if there were any contradicting results or if the earlier result could be further
strengthened and the result from the interview was merged into the total result of the single case in question.

Empirical studies were seen as holistic and each case was analysed on their capacity to be able to find out data and conclusions connected to the specific case and out of that make a comparison between the empirical case studies to find out if the theoretical process map could be verified or needed to be developed, modified or rejected to be able to present a theory.

By first conducting a literature study, the findings were established in earlier research and findings. Since there were both literature and empirical studies it was possible to see if literature and practice showed the same result and if a theory could be built and presented.

Analysis of collected Data – Research Question 2
The following are analysis related to research question 2 ‘How can customer value creation be understood in the customer sphere from a system perspective?’ First the analysis for study 1 (see paper D) is presented and then for study 2 (see paper G).

Analysis of collected data in study 1
Through collected data in study 1 various attribute-value maps have been constructed to capture value creation for various stakeholders and internal and external customers, mainly by the students but maps of my own have also been constructed. An explorative approach was used when setting out from the original working method presented by Goldenberg et al (2009). Through an explorative process insights were given and elaborations were carried out during the entire time the study went on which can be seen as a hermeneutical circle where the knowledge development have been dialectical (Egidius, 1997).

As the students used the attribute-value mapping tool, they and their results were studied. Questions were constantly posed that questioned the result, the use and the focus of the attribute-value-mapping tool in relation to the collected data, opportunities, benefits and obstacles in the use of the tool were also considered. Thereby new deeper insights and greater knowledge developed over time. Through the use of the attribute-value mapping tool it was also possible to step by step increase the understanding of attributes, the values that were created and the customers and stakeholders who were influenced by the created values. Out of the new understanding, both of the parts and the whole, the working method of attribute-value mapping tool was developed constantly by studying and evaluating the gap between the current tool and the possibilities that were identified through
the use of the tool. Out of the identified gaps an elaborated working method for capturing value creation with attribute-value mapping was developed.

During the application, exploration and elaboration of the tool and when the development of the tool had been done the tool was evaluated to identify opportunities and benefits that it provided.

By using the attribute-value mapping tool different openings were given connected to the case study analysis. A pattern match analysis to develop the attribute-value mapping tool was possible since the tool was a predicted theory on how to map out attributes and values. It was then possible to compare the tool with the empirical findings. The findings between the studied cases were also possible so a cross-case analysis was used. The attribute-mapping tool provides a time-series where attributes create values which in turn create values on higher levels. This provided an opportunity to analyse value creation as it developed in time but also the cause-effect-cause-effect phenomenon so a time-series analyses and logic model were included in the analysis. At the same time explanation-building was used since there was a need to build up an understanding of how values are created to develop the tool. Since several cases were embedded and analysed it was also possible to make a cross case synthesis to identify if the findings could be found in all of the different cases.

This study along with literature studies concerning value creation, lay the ground for the next analysis presented here.

Analysis of collected data in study 2
The first step in the analysis in study 2 was taken by mapping out how customer value was created from a system view through inspiration from soft systems methodology (Jackson, 2003; Checkland and Scholes (1990) and by using Checkland and Scholes (1990) recommendations on how to create rich picture process maps and by formulating questions. One map was made for each societal entrepreneurial case. Those techniques made it possible to identify how and why customer value was created through an explanation building analysis presented by Yin (2012).

The factors it was of interest to map out were; organisation, product or service, i.e. attribute delivered by the initiatives; customers; created values (negative and positive); others influenced by created values; values created to those influenced by created values; and connections between those. The formulated questions that were used were: 1. What product/service/organisation is of interest to study? 2. Who are the customers that will use or come into contact with the
product/service/organisation? 3. What values are created for the customer? 4. Who is influenced by those values? 5. What values are created for this person/organisation that is influenced by those values? Question 4 and 5 were asked until no more answers could be found. The questions were developed out of several tests until suitable questions were recognised that helped mapping. The answers to the questions were put into the map and the connections between the answers were shown as arrows in the map. That was done since both the content of the individual components and how they are put together, provides information and since the whole is more (or less) than the sum of its parts (Arbnor and Bjerke, 2009, pp 63) and since it showed the events in a time-series and what influenced what and how.

The made maps were analysed to identify what created values to customers influenced by the created values previous in the process of value creation, i.e. later called ‘implications’ of created value. The maps was also analysed out of the questions When..., Where... How... and Why... value is created? Who is affected by the created value? When..., Where... How... and Why... are those that are affected by the created value connected to each other? Questions like those can help to get an understanding of the system (Arbnor and Bjerke, 2009). The rich picture process maps gave an opportunity to make time series analysis and logic model analysis since a time aspect and a cause and effect was present in the mapping where a dependent factor became an independent factor. To compare the findings between the cases a cross case analysis was also made.

A metaphor was developed to describe customer value creation from a system view. That was done based on the findings since according to Arbnor and Bjerke (2009) this can give insight and understanding of the system which it also did. The metaphor was developed out of patterns, interactions, relations and irregular aspects with purpose to describe, explain and provide understanding (Arbnor and Bjerke, 2009, pp 39). The metaphor was developed by testing different types of metaphors connected to different areas (for instance how a machine works, animals act and how nature develop) and was then presented to other researchers to find out if they found it representative for the result. The metaphor presented was chosen since it best presents how value is spread in our society. The metaphor made it possible to identify that values seem to spread like ripples in the society.

When the maps and the cross case analysis were made these were analysed in relation to Service Logic (see Grönroos and Voima, 2013) through a pattern match analysis (Yin, 2009). The pattern match analysis showed what was missing in Service Logic (Görnroos and Voima, 2013). The Value Ripple Logic and a Value Ripple Logic-line were developed by adding what was missing in Service Logic together
with the thoughts connected to the developed metaphor. The findings were also compared through a pattern match analysis with the findings in the earlier study concerning the developed attribute-value mapping tool. To explain the parts this was extended in the Value Ripple Logic and a lexicon was developed out of the findings from the mapping and in some cases through inspiration by Grönroos and Gummerus (2014). The pattern match analysis also showed that the Value Ripple Logic-lines could divide into several lines and sometimes came together so a Value Ripple Logic Map was developed to explain those phenomena.

**Analysis of collected data – Research Question 3**

The following are analysis related to research question 3 ‘How can the management role in customer value creation be understood from a system view?’ First the analysis for study 1 (see paper E) is presented and then for study 2 (see paper F).

**Analysis of collected data in study 1**

In the first study recorded and transcribed interviews with leaders in cases 2 and 5 were studied to identify leadership factors and leadership behaviours that contributed to customer value. The identification was first made by two researchers separately. The researchers searched for factors and behaviours connected to leadership as they read the interviews and underlined leadership behaviours and factors, first in case 5 and then in case 2. That was done so that no factors and behaviours would be overlooked and so that the researchers would not influence each other in their search for factors and behaviours. Then the researchers got together and discussed each case separately. They compared the identified factors and behaviours and discussed if there were any differences between what had been identified. If there were any differences there was a discussion as to whether it was a factor or behaviour connected to leadership. Factors and behaviours connected to leadership that were commonly agreed upon were noted down on post-it notes.

Once the factors and behaviours had been noted down on post-it notes, two workshops were held by the two researchers, one workshop for each leader to be able to perform a cross case analysis (see Yin, 2009) between the cases. First, a workshop for the leader in case 5 and then a workshop for the leader in case 2. The workshops were inspired by the working methods of facility diagrams (Klefsjö, Eliasson, Kennerfalk, Lundbäck and Sandström, 1999). During the workshops the factors and behaviours were sorted into groups. The groups were created from the question “How can these factors and behaviours be grouped?” The factors and behaviours in the separate groups needed to have some common purpose. During the analysis the post-it notes with the leadership factors and behaviours were rearranged and questioned several times if they could be seen to belong together as
a group. When the factors and behaviours finally were grouped labels for the groups were developed based on the discussions between the researchers. The labels were developed out of the question “what do the factors and behaviours have in common?” The question was asked for each group and out of the answer a group name was developed that described the common factors and behaviours. The group name was discussed carefully. Once that was done the groups were analysed to see if they could be grouped into a higher level that described areas in which the leader was active, see figure xxx. This was then presented in an overall picture. When the first workshop was performed for leader in case 5 the workshop for the leader in case 2 was performed in the same way, see Figure 3.2.

![Figure 3.2](image)

**Figure 3.2.** Analysis process of factors and leadership behaviours that contribute to the successful creation of customer value. The picture does not include all the groups and areas identified in the workshop.

Once the two workshops had been carried out, the results from the workshops and facility diagrams were examined to identify similarities between the two leaders and a cross case analysis could be made (see Yin, 2009). That was done in the light of the question “What factors and behaviours contribute to the successful creation of customer value? The identified similarities were grouped out of what or whom the factors and behaviours were connected towards and also labelled on the basis of that. The result from this study helped the understanding of the upcoming management study, management study 2.

*Analysis of collected data in study 2*

The analysis of data in study 2 was also inspired by Ljungberg and Larsson’s (2001) description of process mapping - it had both similarities and differences. Instead of
defining the purpose and then activities of the process, as recommended by Ljungberg and Larsson (2001), the activities were first identified and then the purpose of the activities. Since it was not the intention to identify the specific activities within a process or to put together and set up new activities and ensure that all activities are connected by the objects, as recommended by Ljungberg and Larsson (2001), this was omitted. The output and input were defined for each process instead of for each activity and the process was controlled so that they were at the same level concerning details and they were given suitable names. The processes were controlled until a proper description had been obtained for each process. This is further described below.

Case 1, 2 and 3 were studied and interviews, direct observation, participant observation and documentation were used to obtain data. To identify management processes the cases were embedded and seen as one (Yin, 2012). Tasks, activities and behaviours connected to the management were identified and tasks, activities and behaviours with approximately the same meaning based on purpose were put into groups of management. That was done based on the question “Why is this task/activity/behaviour performed?” Based on the question “what is the purpose of this process?” each group, i.e. management processes, got an appropriate name: a management process name. Once all of the management processes had been identified and named, the input and output of each of the identified management processes was identified and named. Input was identified based on the question “Why is this management process performed?” and the output based on the question “What do those management processes lead to? The answers to the questions were found by studying the collected data and the identified management processes. Once the identified management processes and their input and output had been identified, the results were compared and analysed versus the studied cases. The criteria were that the management processes and their input and output should be found in all of the studied cases, see Figure 3.3. Also, the main focus of the processes was searched for on the basis of whether they were performed for the benefit of the surroundings or the societal entrepreneurial initiative.
After the identification of management input and output the analysis went on to the management processes and their relationship to each other to get an understanding concerning how the processes could be connected and related to each other. Input was also studied to find what started the management processes, i.e. the drivers of societal entrepreneurial management.

Then the management’s role in societal value creation was analysed to find out the connections between the management’s and the other participants’ tasks, activities and behaviours. That was done to identify participants that had a relationship to the management and to identify the relationship between them. This included a time series aspects to identify a pattern as to what came first and what happened then. The identified participants were put into two groups and labelled as ‘surroundings’ and ‘initiative’ based on where the participants were to be found in relation to the societal entrepreneurial initiative. The ‘management’, ‘surroundings’ and ‘initiative’ were put into a simplified map and their relationships were shown by arrows. After the relationship between surroundings and initiative had been studied, the tasks, activities and behaviours within the surroundings and the initiative and the relationship between them were studied. The relationship between them was shown with arrows in the simplified map. The next step was to study the relationship established to create societal customer value from the perspective of all the groups, i.e. management, surroundings and initiative. The connection to created societal customer value was shown with an arrow in the simplified map. In this way the customer value creation relationship between the participants was identified.

In the second study it was possible to use an explanation building analysis once the processes of the management had been identified but also in the identification of the management’s role in value creation. It was also possible to use a logic model...
analysis and a time series analyses to find out the leadership’s role in value creation. Cross case synthesis could also be used since the three different cases were separately compared with the findings. These are analyses presented by Yin (2009).

3.5.6 Analysis of findings connected to purpose

When all the studies had been conducted and the results had been presented connected to the research questions, a step back was taken to look at the result from a larger system view. This was done out of the purpose ‘to contribute to the knowledge and understanding about customer value creation from a system view and to contribute to the development of Quality Management’. The studies connected to each research question were seen as a smaller system and those were embedded into a larger system that included the result from the studies.

The results from the different studies were connected to each other like the pieces of a jigsaw puzzle. This was done with a simple time-series analysis to find out how the findings from the different studies were connected in time. A Logic Model Analysis was done to find out how they influenced each other and an explanatory analysis to study the causal relationship between the findings from the different research question and analyse how and why value was created from a system perspective that included all the parts earlier studied. A pattern match was made between the cross study findings and the individual cases and their collected raw data. That was done mainly to data connected to cases 1, 2 and 3 since they had been studied based on several data sources and since those cases in some sense had been a part of all the studies performed and thereby could be seen as the backbone of the overall findings. The fact that data had not been collected by someone else, as in case 4, had also an impact on the decision to focus on cases 1, 2 and 3. Thereby a cross-case analysis could be performed. That was done to find out if the findings connected to the purpose could be supported by the collected data and the individual cases.

During the studies presented in this thesis the TQM view was constantly present. As the studies continued the understanding and knowledge of the phenomenon, its parts and the whole context of societal entrepreneurship increased. This lead to an insight that there seemed to be a gap between the findings together with the need for an outward orientation (Woodruff, 1997) and TQM with an internal focus and continuous improvements before, during and after production (Bergman and Klefsjö, 2010). Therefore a pattern match analysis was made by comparing the findings and TQM. The gap between the TQM and the findings was then complemented to the thoughts of TQM and the fifth step was developed.
3.6 RELIABILITY, VALIDITY AND GENERALISABILITY

According to Yin (2012), the quality of a case study can be judged by means of four different tests: construct validity, internal validity, external validity and reliability. He also presents tactics for those four tests, see Table 3.6.

<table>
<thead>
<tr>
<th>Test</th>
<th>Meaning</th>
<th>Case study tactic</th>
<th>Phase of research in which tactic occurs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct validity</td>
<td>Correct operational measures for the concepts being studied</td>
<td>Use multiple sources of evidence</td>
<td>Data collection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Establish chain of evidence</td>
<td>Data collection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have key informants review draft case study report</td>
<td>Composition</td>
</tr>
<tr>
<td>Internal validity</td>
<td>Try to establish a causal relationship that shows a condition that seems to lead to other conditions without false relationships</td>
<td>Do pattern matching</td>
<td>Data analysis</td>
</tr>
<tr>
<td></td>
<td>Explanations about how and why event x led to event y</td>
<td>Do explanation building</td>
<td>Data analysis</td>
</tr>
<tr>
<td></td>
<td>Mainly for explanatory studies</td>
<td>Address rival explanations</td>
<td>Data analysis</td>
</tr>
<tr>
<td></td>
<td>Use logic models</td>
<td>Use logic models</td>
<td>Data analysis</td>
</tr>
<tr>
<td>Extern validity</td>
<td>Find out if the findings are able to be generalised beside the conducted study</td>
<td>Use theory in single-case studies</td>
<td>Research design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use replication logic in multiple-case studies</td>
<td>Research design</td>
</tr>
<tr>
<td>Reliability</td>
<td>Make sure that if the procedure described in the conducted study was to be used all over again by another researcher it would end up with the same result</td>
<td>Use case study protocol</td>
<td>Data collection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop case study database to document the research procedure</td>
<td>Data collection</td>
</tr>
</tbody>
</table>

Within the conducted studies different attempts to conduct a high level of validity and reliability were carried out, see Table 3.7.
Table 3.7. Tactics in the conducted case studies to strengthen construct validity, internal validity, external validity and reliability.

<table>
<thead>
<tr>
<th>Test</th>
<th>Conducted case studies and tactics</th>
</tr>
</thead>
</table>
| Construct validity | • Within the studies multiple sources of evidence were used except for the result presented in paper E and triangulation was made where possible. Triangulation was made between data sources, the empirical cases and between the empirical cases 1, 2 and 3 and the literature study.  
  • A chain of evidence was maintained. Case study protocols were conducted. Citations connected to evidentiary sources were made. A case study database was established. All those different parts are connected to the case study questions and the reported findings. Citations could have been presented in the different papers but since it was a higher level that was of interest and not the details of the study, citations have not been included.  
  • Key informants, the interviewees, in the studies that ended up in papers A, B and C were asked to review the results from the specific case that they were involved in. They were also asked if the findings correlated to the practice. |
| Internal validity | • A pattern match was made since a literature case study was first conducted that gave predicted data and then empirical case to compare with the predicted data in the studies that ended up in papers A, B and C. Pattern match has also been made between the cases in all the studies.  
  • An explanation building has been used  
  • Rival explanations were addressed by continuously searching for them in the data and during analysis. The results were questioned, and rival theories were put up and tested.  
  • Logical models were used that show events over time and chains of cause-effect-cause-effect patterns. |
| Extern validity   | • Single case studies were made  
  • Direct replication was made  
  • See discussion about generalisation below. |
| Reliability       | • A case study database was developed where data was stored and the different analytical steps can be found. |

The result that has been presented in the papers and thereby in this thesis do not include citations from the interviews or other data sources. It is an awareness that if that had been done, the presented findings could have had a deeper connection to the empirical cases and made the findings even larger. Instead the choice was made to present the results on a more comprehensive level to help understanding of customer value creation on a more general level.
The result of the studies presented in this thesis seems to provide an analytical generalisation. Analytical generalisation is appropriate for a case study according to Yin (2009, 2012). An analytical generalisation can be made since it presents a logical generalisation that relates to other situations (Yin, 2012). Findings from the conducted studies focus on other situations of societal entrepreneurship generating customer value and not on population. The result presents a framework that seems to be usable in other situations. It seems possible to generalise these findings to other situations that are similar to the studied cases when it comes to creating customer value from a system view. Situations where an organisation or initiative develops, a management is present and where an interaction is found between management, initiative/organisation and the surroundings and where customer value is created for several customers other than the customers that buy or use the product or service that is provided by the initiative/organisation.

A naturalistic generalisation also seems possible since people can learn from studied cases of their own or apply them to a population of cases; these are the criteria for a naturalistic generalisation according to Cresswell (2007).
4. SUMMARY OF APPENDED PAPERS

In this chapter a brief summary of the conducted studies is presented. More details are found in the papers that are presented in the Appendix.

4.1 PAPER A


This first paper presents a suggestion as to how societal value is created and how a societal entrepreneurship initiative can be described from a process perspective.

4.1.1 Purpose

The purpose of this paper is to visualise and describe a general soci(et)al entrepreneurship process from a Quality Management perspective. The purpose is also to describe essential parts within the soci(et)al entrepreneurship process in the sense of contributing to the understanding of the features of the phenomenon.

4.1.2 Methodology

Literature within the area of soci(et)al entrepreneurship was studied from a Quality Management perspective to find the essential parts within the area. From the literature study a visualisation of the soci(et)al entrepreneurship process was designed. The process was tested against soci(et)al entrepreneurship cases and other descriptions of the phenomenon within the literature with the purpose of further development and confirmation. A hermeneutic circle was used, (Egidius 2002). Literature was found through a hermeneutical view and the databases, previous knowledge about literature and from other scientists.

Previous knowledge within the areas influenced the study. The visualisation of the processes was designed and discussed with researchers within soci(et)al entrepreneurship and the Quality Management areas and redesigned a number of times as the literature studies and discussions proceeded. Ljungberg and Larsson’s (2001) methods of working were used to identify and map out the processes. The activities were identified within the literature. The main process turned out to be the focus of the research and was further investigated. Some support processes were identified. The purposes of the soci(et)al entrepreneurship processes were defined. The activities and results of the activities were identified within the literature. The activities that had been identified were put together into processes. The main
process was visualised on a more detailed level. The processes were taken into consideration several times to see if a suitable description had been made. To get a general model that can be used and understood in several cases within societal entrepreneurship the model was kept on a general level without going into the activities and tasks.

4.1.3 Main results
The results show a general description of the processes of societal. The study also identified some support processes that are presented. It is an attempt to describe the essential parts in the societal entrepreneurship process and briefly illustrate the influence from the connected areas. The input has been identified as ‘Unidentified Needs’ and the output as ‘Societal Value’. The main process is called ‘Creation of Value to the Society’ and is described with activities, input and output. The management process is called ‘Management of Societal Entrepreneurship’ and the support process ‘Support for Creation of Societal Value’.

This study shows that the processes of societal entrepreneurship start before the needs are clearly identified. They can be there but they are not identified so the input to the processes are these unidentified needs (Austin, Stevenson, and Wei-Skillern 2006; Gawell, Johannisson, and Lundqvist 2009; Tillmar 2009; Blombäck, and Wigren, 2009; Frankelius, and Ogeborg 2009; Johannisson, and Wigren 2009; Asplund 2009) The identified output, the result after the transformation has been done within the processes (Ljungberg, and Larsson 2001), is social value (see for instance: Mair, and Marti 2006; Austin, Stevenson, and Wei-Skillern 2006; Moe 2009; Frankelius, and Ogeborg 2009).

The main process shows the most important parts and is significant to the organisation. The purpose is to fulfil the customer needs of the external customer (Bergman, and Klefsjö 2010). The main process was given the name ‘Creation of Value to the Society’. The investigation revealed sub-processes. The identified sub-processes are ‘Being in the context’, ‘Analysis of knowledge’, ‘Searching for solution’, ‘Organise and mobilise’ and ‘Realise’. It also showed input and output to the sub-processes. The input and outputs that have been identified are ‘Unidentified need’, ‘Knowledge about the context’, ‘Identified need’, ‘Idea/Vision’, ‘An organisation’ and ‘Societal value’, see Figure 4.1.

In the Management process decisions are made, targets and strategies are set and implementations of improvements in the other processes are made (Bergman, and Klefsjö 2010) and coordinating and directing the organisation are carried out.
The identified management process is ‘Management of Soci(et)al Entrepreneurship’.

The support processes provide the main process with resources (Egnell, P-O 1994). They are not critical to the organisation but help it to achieve success (Ljungberg, and Larsson 2001). Support processes that have been identified are: Development of competence; Networking; Financing; Science; Establish; Politics; and Media.

All of these processes, activities, inputs and outputs that have been identified contribute to the soci(et)al value.

4.2 PAPER B


An earlier version was presented and published in the proceedings of 15th QMOD Conference on Quality and Service Sciences, Poznan, Poland, 2012.

The second paper presents a community-based area development project, how societal value is created and how societal entrepreneurship initiative can be described from a process perspective in the particular case and a comparison to the previously developed theoretical process map.

4.2.1 Purpose

The purpose of this paper is to study and describe the processes of a community-based area development project by means of a previously developed process map of societal entrepreneurship. The purpose is also to verify the process map.

4.2.2 Methodology

The study started with a literature study within the area of social entrepreneurship, societal entrepreneurship, quality management and processes. An empirical case study was conducted on a community-based area development project. The project leader was interviewed, project documents were studied, and one participant observation and two observation studies were conducted. The internet was used to find documentation about what could be found within papers. From the gathered data, the tasks and activities were picked out and analysed against the different parts of the earlier developed process map to see if they fitted. First, the different data sources were analysed on their own and then they were merged together according to a time axis into a total result. This was used to verify the process map.
The management process and the support process were not the main focus of the study. For those processes, data have been recognised and presented in the result. This means that those processes are not mapped out, just those parts that have been identified and can be a part of those processes that are presented.

4.2.3 Main results

The study of the project showed that the earlier developed theoretical process map could be confirmed and that steps of the main process “Creation of Value to the Society” seem to have been followed several times.

To go through the main process was found to take different amounts of time. When the main process is used, it is filled with different activities and tasks depending on the different purposes and the time and place where it is performed.

Three main processes were presented with some of the activities and tasks that have been found. They are sorted under the headings connected to the different parts in the earlier developed process map, see Table 4.1.
Table 4.1. The main processes within the case with its tasks and activities.

<table>
<thead>
<tr>
<th>Parts in the Main Process</th>
<th>Main Process no. 1 Development of the Project</th>
<th>Main Process no. 2 Preparatory Work</th>
<th>Main Process no. 3 Dialogues with the Inhabitants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unidentified Needs</td>
<td>It seems as if the needs were already there but not identified when the work started to create growth in the municipality.</td>
<td>The needs were not identified when the meeting started. The project leaders wanted to identify them.</td>
<td>When the work with the dialogues started, the exact needs of the inhabitants were not known.</td>
</tr>
<tr>
<td>Being in the Context</td>
<td>Information was collected about facts that showed central development areas and threats and opportunities for the municipality.</td>
<td>Different representatives were invited to the meeting, persons that had been in the context of the area.</td>
<td>Those that were invited were living in or were active in the area.</td>
</tr>
<tr>
<td>Knowledge about the Context</td>
<td>Knowledge about trends in the surroundings was collected.</td>
<td>The participants brought different knowledge about the context to the meeting</td>
<td>Those who participated had knowledge about the context that came from being in the context.</td>
</tr>
<tr>
<td>Analysis of Knowledge</td>
<td>An analysis was made of the trends that had been found, the connections between the trend and the competition that the municipality was exposed to.</td>
<td>During the meeting, discussions and brainstorming sessions were held in which the participants’ knowledge was utilized.</td>
<td>Based on the participants’ different knowledge, discussions and brainstorming sessions were held.</td>
</tr>
<tr>
<td>Identified Need</td>
<td>A written report showed parts that have been identified. Those parts can be seen as needs to be considered.</td>
<td>Different needs were identified in the discussions and brainstorming.</td>
<td>During the discussions and the brainstorming, the needs emerged</td>
</tr>
<tr>
<td>Searching for Solution</td>
<td>Analysis of the surroundings, policy documents and information from close cooperation and dialogs with thousands of representatives from trade and industry, the university, the student union, the Youth Council, tourism, commerce and non-profit organizations to find out what to do.</td>
<td>Needs and ideas were discussed back and forth to find the ideas to go on with.</td>
<td>To find a solution to the needs, discussions and brainstorming were held and the needs and ideas were discussed back and forth.</td>
</tr>
</tbody>
</table>

Tasks and activities that could be connected to the management process “Management of Societal Entrepreneurship” were found and the support processes
that could be connected to the project were Financing, Politics, Networking, Establishment, Media, Science and Development of competence, see Figure 4.2.

The earlier developed process map was confirmed by analysing the activities and tasks in the examined project against the process map.

The main process “Creation of Societal Value to the Society” was used over and over again within the project. The different “turns” or “loops” in the main process “Creation of Value to the Society” was found to create the total result of the societal entrepreneurial initiative.

A general visualisation of the societal entrepreneurship processes was presented

4.3  PAPER C


The third paper presents the result on the basis of a cross case analysis concerning how societal value is created and how a societal entrepreneurship initiative can be described from a process perspective. That was done based on the three conducted case studies and a comparison to the earlier developed theoretical suggestions and developed findings.

4.3.1  Purpose

The purpose of this study has been to empirically study processes within societal entrepreneurship initiatives and compare them with a theoretical process map. The purpose has also been to confirm and develop the theoretical process map.

4.3.2  Methodology

Three different cases of societal entrepreneurship were studied to find out how the different initiatives have developed and created societal value. The data sources that have been used have depended on what opportunities the different initiatives have provided. In all cases, interviews have been carried out and the internet has been used as a source. Other sources have been: documentation concerning the initiative; project applications; articles; invitations to the initiative; mail conversations; participants’ observations; and the researchers’ observations.

The different cases have first been studied and analysed separately. Tasks and activities that have been found to be connected to the case have continuously been
analysed versus the process map and its parts to see and question if the case confirms, rejects or complements it. The data connected to the main process data have also been put into a time axis to question the order of parts in the main process. Some data materials have been analysed in greater depth. When the different cases had confirmed the process map, a total result was merged together out of the results from the different cases to a general process map.

Data and results have been questioned several times throughout the whole research process including an examination of whether the process map has been presented at an appropriate level. The management process and the support processes have not been mapped out just on the basis of the different tasks and activities that can be connected to those processes. The support process names have been further developed and turned into fields where support processes are carried out and by using Ljungberg and Larsson’s (2012) proposal of how to create process names.

4.3.3 Main results
The study of the different cases showed that there is a main process that creates societal value.

The earlier main processes and their sub-processes, inputs and outputs have been confirmed. The study has showed that there can be one or several initiative takers and they can come in at different parts of the main process. It appears as if they are gathering around a common identified need or a common idea or vision that they want to achieve. The sub-process seems to go through a wandering and searching process to go from input to output. How long the different sub-processes last can vary depending on the initiative itself: sometimes it can take years and sometime an hour. That means that the time of development of an initiative from unidentified needs to delivery of societal value can vary a lot both when it comes to the different sub-processes in detail and to the main process in totality.

The earlier process map pointed out support processes. This study showed that these are more like fields where support processes can be found. The different fields can be seen as support process fields. All of the earlier names of the different support processes needed further development; the result of this is shown in Table 4.2.
Table 4.2. Earlier names of support processes and new names of the fields.

<table>
<thead>
<tr>
<th>Earlier names</th>
<th>New names</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financing</td>
<td>Creation of financing opportunities</td>
</tr>
<tr>
<td>Politics</td>
<td>Performance of political decisions and acts</td>
</tr>
<tr>
<td>Networking</td>
<td>Development and use of networks</td>
</tr>
<tr>
<td>Establishment</td>
<td>Establishment of initiative</td>
</tr>
<tr>
<td>Media</td>
<td>Creation of media information</td>
</tr>
<tr>
<td>Science</td>
<td>Development and use of scientific results</td>
</tr>
<tr>
<td>Development of competence</td>
<td>Development and use of competence</td>
</tr>
</tbody>
</table>

Tasks and activities have been found that can be connected to different support processes. Tasks and activities performed in the support processes influence the ability of the societal entrepreneurship initiative to perform tasks and activities in the main process. In that way they influence the delivered societal value and its quality. Sometimes activities and tasks performed in support processes go against or actively take a neutral attitude to the work of the societal entrepreneurship initiative and in that way are working against the initiative and preventing it from delivering societal value. Also the time that the different support processes take influences the ability to perform societal value. If support processes take too much time they delay the work in the main process.

There seems to be an interaction between some support processes and the societal entrepreneurship initiative. The societal entrepreneurship influences the support processes and the support processes influence the societal entrepreneurship process. Some examples are that, thanks to the societal entrepreneurship, different political organisations have come into contact with each other, scientific knowledge can develop thanks to the interest of the societal entrepreneurs in participating in research and scientific knowledge can contribute to development of the societal entrepreneurship.

The study of the management has not been in focus in this study but the studied cases have confirmed that there is a management process. Activities and tasks that can be connected to management and processes within this area have been found.

4.4 PAPER D


Published in the Proceedings of the 16th QMOD-ICQSS conference, Portoroz, Slovenia
The fourth paper presents the result out of several tests by constructing attribute-value maps out of data collected by students at a course at the Mid Sweden University. An explorative process was used starting from the original instructions about attribute-value mapping presented by Goldenberg et al. (2009). Out of this, the tool and the working method have been continuously elaborated and developed.

4.4.1 Purpose
The purpose of this paper is hence to explore and elaborate the ability to capture and visualise value creation, setting out from a new marketing tool referred to as attribute-value mapping.

4.4.2 Methodology
The study was performed within the area of societal entrepreneurship and data have been collected by students as part of case studies of internationally leading and innovative societal entrepreneurship initiatives located in various countries all over the world during a course in societal entrepreneurship at Mid Sweden University. Interviews, direct observations and documentation have been used.

The collected data have then been used to construct various attribute-value maps, capturing the value creation of the societal entrepreneurship initiatives as organisations and in connection to various stakeholders as well as internal and external customers. The mapping has been done in an explorative process starting from the original instructions about attribute-value mapping presented by Goldenberg et al. (2009). The tool and the working method have been continuously elaborated based on insights from an explorative process that can be described as a hermeneutical circle, and the knowledge development has been dialectical.

4.4.3 Main results
The attribute-value mapping tool was found to be able to capture, visualise and communicate the qualitative relations, and the logic, of value creation. Complementary working methods that made the tool more effective in capturing, visualising and communicating value creation in a wider organisational context is presented. Some of the findings from the paper are presented here.

The elaborated working methods were related to four aspects of applying attribute-value mapping in the broader context of value creation:
1. A Broader Identification of Customers and Stakeholders including internal and external customers throughout an entire organisation
2. A More Complex Mapping of Values and Attributes, with various stakeholders; value creation from various perspectives; and capturing negative or reverse values as well as what prevents those from coming into being or increasing.

3. Develop and Use more Advanced Colour Codes for the visibility and understanding of the complex maps

4. Analyse the Maps by Asking Questions and Creating Further Focused Maps to make the analysis more comprehensive in relation to the original tool.

Perceived Opportunities and Benefits that were found out of the use of the attribute-value mapping tool and the developed suggestions relate to three different areas. Those three areas were:

1. A Qualitative Ability to Clarify Value Creation. The tool has for instance the following functions: Clarifies attributes and values and various levels; brings important knowledge about relations and the value creation logic and complex connections between various attributes and values; Enables a comprehensive and broad picture of the values and attributes of the organisation/initiative as a whole, negative or reverse values, unbiased attributes and values and critical attributes and values that have many connections.

2. A Strong Support for Segmentation. The tool enables us to: see if a particular customer and stakeholder’s needs are satisfied out of the attributes that are currently provided; visualise attributes and values from different customers’ and stakeholders’ views; by identifying what value organisations/initiatives want to reach and then deliver the attributes that can give the values in particular and compare between different customers and/or stakeholders.

3. A Support and Inspiration for Continuous Improvement and the Development of New Products, Services or/and Organisations. The tool makes it possible to: actively work with continuous improvements towards increased value creation; find needs/values that are not supported by attributes; find out if attributes in offers provide values that the organisation wants to deliver; continuously analyse the attributes and values of the offer; develop attributes that prevent negative or reverse values from existing or increasing; and invent new products or services, based on the deeper understanding of values.

The tool was found to give opportunities to capture, visualise and communicate value creation to different customers and stakeholders and it provide opportunities to get an overview of the organisation and to “get to know” and understand the organisation, and products or services that are provided and customer values that is delivered. For further insight into the result see paper D.
4.5 PAPER E

Åslund, A., and Bäckström, I., (2014), Factors and leadership behaviours in successful societal entrepreneurship that contribute to customer value

Published in the Proceedings of 17th QMOD-ICQSS Conference on Quality and Service Science in Prague, Czech Republic

The fifth paper presents the results from a study of the two leaders in two societal entrepreneurial cases. The leaders have been interviewed and out of those interviews factors and leadership behaviours were identified and then analysed through workshops inspired by facility diagrams. The study also included an analysis of common factors and leadership behaviours that contributed to successful creation of customer value.

4.5.1 Purpose

The purpose of this paper is to study successful leaders in societal entrepreneurship from a Quality Management perspective. The underlying purpose is to identify factors and leadership behaviours that contribute to the successful creation of customer value.

4.5.2 Methodology

Two leaders in two societal entrepreneurial initiatives were interviewed. The interviews were transcribed and factors and leadership behaviours exhibited by the societal entrepreneurs were identified and agreed on and then noted down on post-it notes. Through workshops, one for each leader, the post-it notes were grouped according to inspiration from the facility diagram and the groups were given headings. When the workshops were performed the result was studied on the basis of the question “What factors and behaviour contribute to the successful creation of customer value?”

4.5.3 Main results

The results showed factors and leadership behaviours connected to the two societal entrepreneurs. For each societal entrepreneur a picture that summarised the leader’s behaviour and factors are presented. It can be found that the results relating to the societal entrepreneur in the preschool points out areas connected to how she is, that she is a boss that she works actively to be a role model, that she takes action on conflicts and performs work together with her co-workers and manages and coaches. The study of the other societal entrepreneur who is active within a business cooperative shows factors and leadership behaviours connected to how he is, what
he does together with others in management, his outward looking business, the
internal organisational of the business and his work together with the co-workers.

When studying both the societal entrepreneurs it can be found that several factors
and leadership behaviours contribute to successful creation of customer values.
These factors can be seen to be connected with the leaders and how they are, the co-
workers, work within the organisation, the surroundings and to the customers.

4.6 PAPER F
Åslund, A. and Bäckström, I., (2015), Management and customer value creation –
learning from successful societal entrepreneurs.

Accepted for publication in International Journal of Quality and Service Sciences

The sixth paper presents the result from a case study on the management in three
societal entrepreneurial initiatives. It presents management processes, their
input/output and the main focus important for societal customer value creation. It
also presents the management role in societal customer value creation.

4.6.1 Purpose
The purpose of this paper is to study successful management within societal
entrepreneurship in order to further understand the role of management in
customer value creation.

4.6.2 Methodology
Case studies were performed on three successful societal entrepreneurs. Management tasks, activities and behaviours were identified from data collected
through interviews, direct observation, participant observation and documentation. Tasks, activities and behaviours by the management were identified and embedded
into one. Those hen put into process groups based on their having approximately
the same meaning based on purpose and were given names. Then the processes’
input and output were identified. The findings were then compared with each of the
cases to find out if they could be found in all three cases.

The relationship between the identified processes was also studied to find out how
they were connected and related to each other as well as what started the processes,
i.e. the input.

The management role in the societal value creation was studied from a system
perspective. The tasks, activities and behaviours of the manager and other actors
with whom the managers had a relationship were studied to find out the
relationship between them. Identified participants were put into groups and the
relationship between them and the management was identified. Also the
relationship between the participating groups was studied and the relationship
towards created societal customer value.

### 4.6.3 Main results
Eleven (11) essential processes for the management, their input, output and the main
focus of those processes that contribute to creation of societal customer value, have
been presented. Those processes are found in all the studied cases. The input of the
processes gives an understanding of: why the processes are performed, the output
namely what the processes’ results are; and the main focus: whether the processes
are performed for benefit of the local community or the societal entrepreneurial
initiative.

The identified processes are found to be performed as single processes or connected
to each other. One process’s output can be the input of another of the identified
processes, and a process can also be a sub-process of another process. Those
processes have been found to be mainly driven by needs as well as opportunities,
interest and demands.

The management’s role in societal value creation was found to be indirect through
their work towards the initiative and the surroundings. The work with these
demands a close relationship that includes a mutual dependency. And it has been
shown that the management are a customer to the initiative and the surroundings
and they are then customers to the management as well as to each other. The study
shows that it is the tasks, activities and behaviours carried out by the main figures
in the main process that create societal customer value.

It has been found that the management have a strong focus on societal customer
value creation and are of importance and needed in the societal customer value
creation but have an indirect role in societal customer value. The management
influences the societal value creation through its influence on the surroundings
which in turn influences the initiative and the influence of the initiative, and this
influences the societal customer value that the initiative can create. From a system
view, management, surroundings and initiative and tasks, activities and behaviours
performed in those areas are of importance for the societal customer value that is
created.
4.7 PAPER G


Submitted for publication and accepted for peer review.

The seventh paper presents the result out of multiple case studies of societal entrepreneurial initiatives around the world. A Value Ripple Logic has been developed that present’s customer value creation beyond a customer provider relationship.

4.7.1 Purpose

The purpose of this paper is to contribute to reflective practices and models to support the understanding and creation of customer value from a system view.

4.7.2 Methodology

The starting point of the study was the theories of service logic (see for instance Grönroos and Voima, 2013; Grönroos and Gummerus, 2014) whereby value is created in a customer sphere by the customer as value in use and that value is determined by the customer. By using the method of rich picture mapping inspired by soft systems methodology (Jackson, 2003; Checkland and Scholes, 1990) mapping cases of societal entrepreneurial initiatives from around the world and their customer value creation were made. Time series analysis and a logic model analysis were performed on the created maps and a cross-case analysis was made between the studied cases. Out of the findings a metaphor that describes customer value creation from a system view was developed. Then a pattern match analysis was performed versus Service Logic (See Grönroos and Voima, 2013). The Value Ripple Logic was developed by adding what had been found missing in the Service Logic. A Lexicon was developed to explain the areas that had been extended in relation to Service Logic.

4.7.3 Main results

The result presents the Value Ripple Logic which has the aim to support understanding and creation of customer value creation from a system view. It captures and illustrates value creation beyond a customer provider relation and includes value creation for customers that are also indirectly affected by what is provided by an organisation or initiative. According to the developed metaphor, customer value creation can be understood and visualised as a series of ripples on a smooth water surface. When you release a product or service from an organisation to the customers, value creating ripples spread in the value creating system. In
exactly the same way as when you throw a stone into a calm lake, and ripples spread across the water surface. The findings also show a lexicon with developed definitions connected to the Value Ripple Logic, a value ripple line and value creation out of a system perspective where those value ripple lines divides into a complex system of value creation. It also shows positive and negative values created to the customers.
5. MAIN FINDINGS

This chapter presents main findings concerning the research questions and purpose of this thesis. First the main findings connected to each research question are presented and then the main findings connected to the purpose.

5.1 RECONNECTION TO THE RESEARCH QUESTIONS

The main findings connected to each research question are presented here.

5.1.1 Research question 1

The following are main findings related to research question 1 ‘How can societal value creation be understood based on the growth and development of societal entrepreneurial initiatives?’.

When studying societal value creation based on the growth and development of societal entrepreneurial initiatives, the result from the studies include management, main activities and support in the environment that is different processes. These processes have been found to be the management process ‘management of societal entrepreneurship’; the main process ‘creation of value to the society’ and the support process ‘support for creation of societal value’. The input has been found to be ‘unidentified needs’ and the output ‘societal value’, see Figure 5.1 and Paper A.

![Diagram of processes creating societal value]

**Figure 5.1.** Processes that create societal value.

It was found to be important to start the mapping as early as the unidentified needs since the growth and development of the initiative started before the societal entrepreneurs were ready to start an initiative. The studied cases, both in literature and empirical, the initiative was found to be a “product” of the context and thereby the different sub-processes and their output and input before the need which were identified have been found to be of importance. That has also made it possible to include important parts in value creation that would have been overseen if the process map had started with the identified need.
The result presents a comprehensive picture and a more detailed description where the parts of the main process are further developed and different areas of support are presented; see Figure 5.2 and Paper C.

Figure 5.2. An overall picture of societal entrepreneurship with management process, main process with input, output and sub-processes, and support process fields.

The research has also shown that the main process has been used several times in one of the cases, i.e. case 1, see Paper B. Those different times that the main process has been used all contribute to the total amount of societal value that is created.

The studies have also shown that the quality of the different parts in the earlier stages influences the quality of the consequent parts in the value creation chain of the main process and in the end the quality of the social value that is created, see Paper C.
All the different parts in the overall picture, see Figure 5.2 above, with management process, main process with input, output and sub-processes, and support process fields contribute to the societal value that is created.

The result shows that to create customer value the main processes start with unidentified needs, needs that those behind the initiative are not aware of, see Figure 5.3. When the initiator is in the context she or he gets local knowledge. It can be through different places and experiences; what they do, see and hear; people they meet; different events; things they are exposed to; environments; meetings; conversations; and information sources. By being in the context one achieves an understanding and connection to where the initiative is going to be performed. All of those different things that the initiative taker is exposed to, experiences and so on in the context contribute to the knowledge about the context, the output.

![Diagram](image)

**Figure 5.3.** When some kind of organisation has emerged the initiative is able to realise and create societal value.

‘Knowledge about the context’ is input to ‘analysis of knowledge’. In the analysis of the knowledge, the initiative taker uses the collected knowledge about the context. Exactly how the analysis is performed has not been clearly identified but it has been found that discussions with others and brainstorming are carried out. The output from the analysis of knowledge is an identified need, this can be one specific need but it can also be several but not all of them are realised. The identified needs can be specific and clearly expressed but also vague to the initiative takers at this stage: there is a need but the initiative-takers cannot clearly identify it.

Once there is an identified need, a searching for a solution for the identified need or needs starts. The initiative taker searches for different solutions and thinks them through. Exactly how that is done is not studied in detail but discussions with others, seeing and hearing others’ solutions, analysis of the identified need, looking for different solutions and trying them out and rejecting them are examples of things that seem to be done in this part of the process. The search for solutions leads to an idea or vision emerging according to what needs to be done.
When an idea or a vision has been found, ‘organising and mobilising’ starts. Initiative takers search for possibilities to reach the identified idea or vision by creating some kind of an organisation and mobilising resources that are needed. It can be: people that they need to get involved; location; money; building networks; knowledge; identifying customers; developing strategies. Out of the organisation and mobilisation, they create some kind of an organisation, an organisation that can be of various kinds, for instance: a company, a public organisation, a non-profit organisation, or as a project. In the organising and mobilising part, it also seems as if the idea or vision can be clarified and modified depending on the opportunities that are given in the organisation and mobilisation part.

When some kind of an organisation is established, it is possible to realise the idea or vision to meet the identified need. The organisation provides an opportunity to realise the idea or vision and create societal value. The kind of created value depends on input, output and sub-processes in the main process.

On the way towards value creation the activities and tasks in the sub-processes are not a straight line but rather it seems as if there is a wandering and searching process from input to output. The time that the different sub-processes demand varies depending on the initiative; some processes can take years and some an hour. That implies that the time from unidentified needs to delivery of societal value varies a lot between different initiatives of societal entrepreneurship, both concerning different single sub-processes and the whole main process.

The result also shows that there are tasks and activities performed in fields outside the initiative itself that influence how value is created and the ability to create value. Those fields are found in the support processes “Support for Creation of Societal Value”. Those fields all seem to have influenced all the empirical studied initiatives and they are: Creation of financing opportunities; Performance of political decisions and acts; Development and use of networks; Establishment of initiative; Creation of media information; Development and use of scientific results; and Development and use of Competence. In some cases activities and tasks carried out in the support processes prevent the societal entrepreneurs from creating societal value. Activities and tasks in the support processes can go against or take a neutral attitude to the societal entrepreneurship initiative. This influences the ability to create societal value in a negative way and it also influences the quality of the delivered societal value. The time consumed by the support fields also influences the ability to create societal value.
The management process has been identified and activities and tasks connected to it have been found that influence how societal value is created. The result points to that fact that there is one or several initiative-takers and that those can be active at different parts of the main process. It seems as if they assemble together around a common identified need or an idea or vision that they want to achieve.

The result shows that it seems as if important components within a societal entrepreneurship initiative in the main process to create value are ‘unidentified needs’; ‘knowledge about the context’; ‘identified need’; an ‘idea or a vision’; and some kind of ‘an organisation’, see Figure 5.4.

**Important ‘components’ in societal value creation**

![Diagram showing important components in societal value creation](image)

**Figure 5.4.** Components that seem to be important within the societal entrepreneurship to create societal value are Unidentified Need, Knowledge about the context, Identified Need, Idea/Vision and An organisation.

Those components are the output from different activities performed in value creation and the input to the next activity; see the main process in Figure 5.9 above. Activities that seem important are: to be present in the context, i.e. ‘being in the context’; analysing knowledge that is gained from the context, i.e. ‘analysis of knowledge’; to search a solution for the need that has been identified, i.e. ‘searching for a solution’; and to organise and mobilise to be able to realise the identified idea, i.e. ‘organise and mobilise’; and to realise the idea or vision, i.e. ‘realise’, see Figure 5.5.
Important ‘activities’ in societal value creation

Figure 5.5. Activities that seem to be important within the societal entrepreneurship: Being in the context, Analysis of knowledge, Searching for solution, Organise and mobilise and Realise.

The result shows that there seems to be an interaction between some support processes areas and the initiative of societal entrepreneurship. The societal entrepreneurship influences the areas of support processes and those influence the societal entrepreneurship initiative.

All in all, the identified main process is the most important aspect of the societal entrepreneurship processes to create societal value but activities and tasks within management process and support processes are also needed to be able to create societal value. That means that activities and tasks that are performed in all of those processes contribute to the value creation.

5.1.2 Research question 2

The following are main findings related to research question 2 ´How can customer value creation be understood in the customer sphere from a system view?’

When going further in the customer value creating system and studying value creation in the customer sphere the studies have shown that value is created for more than simply the one that uses or buys a product or service. The attribute mapping tool can be used to get an understanding of customer value creation from a system view. The developed attribute-value mapping tool captures, visualises and communicates value creation when a product or service and its attributes “meet” the customer and value can be created for the customer. When studying value creation the developed attribute value mapping tool gives a broader identification
of customers and stakeholders and a complex map of created values and attributes get visual. Analysing attributes and values created by an entire organisation or a specific part of the organisation that is of interest and a qualitative clarification of value creation and support for segmentation analysis can be made. It supports and inspires continuous improvement and development of new products, services and organisations. By using the tool, the results show that knowledge and understanding are given concerning how to get to know and understand the organisation and its product and services provided. See paper D.

When going further in the customer sphere and the value creating system when a product or service are delivered to a customer the results show that customer value creation of an organisation, a service or product can be understood as the creation of value ripples that spread into the society, see Paper G. A Value Ripple Logic has been developed to help the understanding of value creation in the customer sphere. A logic that includes value created for other customers than the ones that use or buy a product or service. The Value Ripple Logic helps the understanding of who and how the organisation and its product or services creates customer value from a system view and not just out of the perspective of a customer that uses or buys a product or service. It identifies positive values (gain) that are created to keep or increase and/or negative values (pain) that is created that can be prevented or reduced. It also identifies and understands the implications of the created values of the organisation, product or service and implications of created values.

A developed lexicon give insight to new areas that have been identified in the customer value creating system, see table 5.1. This lexicon helps our understanding of how customer value is spread into the society.
Table 5.1. Lexicon with areas identified in the customer value creation system

<table>
<thead>
<tr>
<th>Definition</th>
<th>Description of definition</th>
<th>Connections to earlier definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional value</td>
<td>Real value created for and defined by additional customers in the additional customer sphere, in value ripples two and so forth. Additional value is created out of implications of values for customers in previous customer sphere or additional customer sphere.</td>
<td></td>
</tr>
<tr>
<td>Implication</td>
<td>The implication of a value created for a customer. An implication is the effect of the value that is created in an earlier customer or additional customer sphere. An implication can create both positive and negative values.</td>
<td></td>
</tr>
<tr>
<td>Value ripple</td>
<td>A value ripple includes a customer or an additional customer, values created to this customer or additional customer. If there is direct interaction (in joint sphere) and value is co-created with previous provider/customer/additional customer this are included in the value ripple. The value ripples are built on each other as ripples are spread in the water when you throw a stone into the water.</td>
<td></td>
</tr>
<tr>
<td>Additional customer</td>
<td>A customer that is influenced by the implication of created value in an earlier value ripple. An additional customer is influenced by the product/service/organisation in an indirect way. Additional customers are found in ripple two and so forth. Additional customers can be seen as indirect customers to the organisation.</td>
<td></td>
</tr>
<tr>
<td>Provider</td>
<td>In value ripple two and so forth the customer or additional customer in the previous ripple becomes a provider of value implications since it facilitates (or contributes to) users’ value creation in the upcoming additional customer sphere.</td>
<td>Developed with inspiration from Grönroos and Gummerus (2014).</td>
</tr>
<tr>
<td>Joint sphere</td>
<td>A sphere where customer and provider, customer and additional customer or two additional customers join together. In this sphere they can co-create value if they interact directly with each other.</td>
<td>Developed with inspiration from Grönroos and Gummerus (2014).</td>
</tr>
<tr>
<td>Additional customer sphere</td>
<td>An experiential sphere where additional value (real value) emerge through the additional customer accumulation of experiences of the implications and their outcomes in context. The sphere is without direct interaction to previous or later customer/additional customer in the value ripple line. Real value for the additional customer is created out of the implications of the value created in the previous customer or additional customer sphere.</td>
<td>Developed with inspiration from Grönroos and Voima (2013), thereby the similarities to their description of Customer sphere.</td>
</tr>
</tbody>
</table>
The result shows that there is a provider sphere where product and services are created, a customer sphere and an additional sphere where value to customers is created. This considers created customer value as being beyond the use or purchase of an organisation, product or service, and beyond a provider-customer relationship. This includes value created for those that are not in direct contact with an organisation, product or service; it includes value created to additional customers in additional customers spheres. Values in the additional customer’s spheres are created out of implications from customer value that is created in earlier customer or additional customer spheres.

The result also shows that there are joint spheres between the customer’s sphere and the additional customer sphere and between the additional customers. In those joint spheres the customer and the additional customer, or two additional customers, can interact and co-create value but that is not necessary. The additional customer might not have any direct interaction at all with the previous customer or previous additional customer in the value ripple line. In the additional customer sphere it is the additional customer that creates value without direct interaction with the previous customer or additional customer of the value ripple line, value is independently created. The additional customer spheres build on the customer sphere and on each other and value ripples spread along a value ripple line, see Figure 5.6. It can be concluded that several customers are influenced by the product or service that is provided. Those customers are fond to be customers and additional customers.
Figure 5.6. A line of value ripples where provider sphere, customer sphere, additional customers sphere and joint spheres are shown. Developed after Grönroos and Voima, 2013.
When studying value creation from a larger perspective, those value ripples lines are dividing into a complex system of value creation. And it is seen that even more additional customers are influenced by the initiatives or by the product and/or service that is delivered.

Customer values in the first ripple creates implications that create additional customer values in ripple 2 that create implications that create additional customer value in ripple 3 and so on. The number of value ripples can be different and when values do not create any implications no more customers are influenced and no more value is created. In each value ripple several customers can be influenced by the organisation or product or/and service that is delivered and customers in those ripples are in the first value ripple directly influenced by the organisation, product or service while additional customers in the upcoming ripples are indirectly influenced by the organisation, product or service.

There can be several customers for the product, service or organisation in the first value ripple that value is created to but only one is shown to simplify the picture. Also in the next value ripples there can be several customers, i.e. additional customers, that are influenced by the implications of value created in an earlier value ripple. In the example, see figure 5.7, only 4 ripples are presented but there might be even more ripples where the organisation is influencing customers in the society.
The Value Ripple Logic shows that values are created for the society and not just for the customer that buys or uses a product or service. This means that the view on the customer value creation needs to be broadened out to include and take into consideration customer value creation from a system view where all customers are included, i.e. customers and additional customers, and value created to those.

5.1.3 Research question 3

The following are main findings related to research question 3 ‘How can the management role in customer value creation be understood from a system view?’

When going back to within the borders of the organisation to get a further understanding of the management’s role in customer value creation, and also as seen in societal value creation, the management has an important role. It has been discovered that leadership behaviours and factors are of importance to the customer value that is created. Those factors and behaviours are connected to the leaders and
how they are as a person. It also includes factors and behaviours connected to their relationship to the co-workers, work within the organisation and towards the surroundings and the customers, see Paper E. Management processes have also been found to be of importance to customer value creation and the management influence customer value creation in an indirect way, see paper F.

It has been found that there are a number of essential processes that are being performed within the management that are of importance to the customer value creation and that those have a focus on customer value creation. The processes’ purpose is to be able to deliver societal customer value to the society. Those processes’ output, the result of the performed processes, contributes to the customer value that is created. The process input seems to be driven mainly by needs but also by opportunities, interest and demands when it comes to an understanding of why those processes are performed. Their main focus is shown to be that they are performed for the benefit of the surroundings or the organisation/initiative. Those processes can be performed on their own, or as part of a network of management processes that can in many cases be connected to each other. The management processes can also be a sub-process of another management process, see Table 5.2.

The management processes are performed near the daily work of the initiative. The management are involved in and connected to the work performed in the main process and have a close relationship with and connection to the initiative. Thereby the management have a huge insight into and influence on tasks, activities and behaviours in the initiative, at the same time the management are dependent on and influenced by them to be able to manage the initiative. Management processes are also performed in close relationship with and connection to the surroundings. The management influence tasks, activities and behaviours of the surroundings and they in turn influence the management. In this way the management are customers to the initiative and the surroundings just as they are customers to the management. Also the initiative and surroundings are customers to each other since the tasks, activities and behaviours in those areas have connections and relationships between each other and they provide different services and products to each other. This is found in paper F but in paper E it can also be seen that the leader is in close contact with the customers and thereby is dependent on both information from them and their interests, i.e. the management is a customer to the customer.

It has been seen that it is the tasks, activities and behaviours within the main process of an initiative that creates societal customer value. It can be seen that the management have an indirect, important and necessary role in customer value creation. This is because they influence the tasks, activities and behaviours in the main processes. But the management also influence the surroundings which in turn
influence the initiative. The management needs to work for both the initiative and the surroundings to a large extent to be able to contribute to the customer value creation.

Table 5.2  An overall picture of the identified societal entrepreneurship management processes and their input and output.

<table>
<thead>
<tr>
<th>Input</th>
<th>Management process</th>
<th>Output</th>
<th>Main focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest about what is happening in the surroundings</td>
<td>Gather and analyse information and knowledge from the surroundings</td>
<td>Experience and knowledge that can be used in different contexts and situations</td>
<td>Surroundings</td>
</tr>
<tr>
<td>Interest in or need of opportunities</td>
<td>Find and analyse opportunities</td>
<td>Identified opportunities that can be used</td>
<td>Surroundings and initiative</td>
</tr>
<tr>
<td>Need of financing the initiative and its activities</td>
<td>Identify and use finance opportunities</td>
<td>Financing for the initiative and its activities</td>
<td>Surroundings</td>
</tr>
<tr>
<td>Demands or opportunities in the surroundings</td>
<td>Continuously develop the organisation</td>
<td>Adjusted organisation to new demands or opportunities</td>
<td>Initiative</td>
</tr>
<tr>
<td>Need of other people’s interest, involvement, support and/or acceptance</td>
<td>Promote the initiative</td>
<td>Interest, involvement, support and/or acceptance from others</td>
<td>Surroundings</td>
</tr>
<tr>
<td>Need of encouragement and support from the co-workers</td>
<td>Encourage and support co-workers</td>
<td>Encouraged and supported co-workers</td>
<td>Initiative</td>
</tr>
<tr>
<td>Need for strategies to be able to perform</td>
<td>Put up strategies</td>
<td>Strategies for performance</td>
<td>Initiative</td>
</tr>
<tr>
<td>Need for others’ knowledge and contacts</td>
<td>Communicate and interact with others</td>
<td>Access to others’ knowledge and contacts</td>
<td>Surroundings and initiative</td>
</tr>
<tr>
<td>Need of cooperation</td>
<td>Cooperate</td>
<td>Work performed out of many different participants’ perspectives</td>
<td>Surroundings and initiative</td>
</tr>
<tr>
<td>Need of co-workers, collaborators and/or supporters</td>
<td>Find co-workers, collaborators and/or supporters</td>
<td>Co-workers, collaborators and/or supporters</td>
<td>Surroundings</td>
</tr>
<tr>
<td>Opportunities or need to influence others</td>
<td>Influence others</td>
<td>Effected thoughts and acts of others</td>
<td>Surroundings</td>
</tr>
</tbody>
</table>

Out of a system view all of those: management; surroundings; initiatives; and tasks, activities and behaviours performed by participants within those areas are of importance to societal customer value creation since they are a part of the customer value creation, see Figure 5.8. It can also be seen that the customer influences the
management of an organisation since the leaders have customer focus and are very aware as to who they are there for to create value to. The leaders develop the organisation based on customers’ needs and are aware of the importance of communication with the customers. They constantly search for a better understanding of customers’ needs and develop the organisation based on those customer needs. It has been discovered that customer needs are central to the management and that indicates that information on created customer value is of importance to the leaders to be able to manage their initiatives.

**Figure 5.8.** A simplified system map of the societal entrepreneurial initiative, relationship and interaction between management, the surroundings, the initiative and customer value.

### 5.2 RECONNECTION TO THE RESEARCH PURPOSE

The purpose of this thesis has been to contribute to the knowledge and understanding about customer value creation from a system view. Additionally the purpose has been to contribute to the development of Quality Management. The sum of the individually performed studies has made it possible to present a overall map that describes a customer value creating system; a system that has internal and external focus when it comes customer value creation. The findings also provide a fifth step to Quality Management. This is further described below and illustrated in Figure 5.10 and 5.11.

#### 5.2.1 A customer value creating system

The value creating system includes the organisation’s development from when a need of a customer had not been identified until it was possible to deliver a product and/or service, its input, output and sub-processes. It shows the management role in customer value creation, factors and leadership behaviours and management processes of importance for the customer value creation. It takes into consideration the surroundings and their role in customer value creation where areas of support
have been identified that are of importance for customer value creation. Furthermore it comprises both negative and positive created customer values. It shows that customer value is created in a wide range of ways and includes value created for both customers that use or buy a product or service and customers that are influenced by value implications. Customer value is created in the society as value ripples spread into the society. It can also be seen that information about created value is of importance to the management when they manage their initiative and its customer value creation. The result presents an overall map of a customer value creating system that shows that all of those factors or parts mentioned above are important for customer value creation but it also shows connections and interactions between those parts, connections and interactions which are important for the whole of or totality of customer value creation and the understanding of customer value creation, see Figure 5.9.
Figure 5.9. An overall map of the customer value creating system
All customer value that is created in the initiative through the use of output of activities performed in the sub-processes, along with value creation between Management and Initiative; Initiative and Surroundings; and surroundings and Management can be seen as accumulated in the service or product delivered by the initiative and then spread into the society through the use of products and service and implications of created value.

Exactly how different activities, output and input in the different processes in the ‘How?’ area look and how they are performed, is highly dependent on where the initiative is performed and its time and place according to the studies that have been performed. This in turn influences the product or service that is provided to the customer which in turn influences the customer value and the value implications that are created. It can be seen that what happens in the early stages influences what will happen in the next steps of the processes of value creation. It can also be observed that societal value is created through processes in a cause-effect-case-effect chain from the start where no value is identified until no value implications are created in the last value ripples.

**5.2.1 A fifth step in the Quality Management movement**

The result from the study shows that the management of Societal Entrepreneurship consider social, societal and environmental factors in customer value creation. They are a management that scrutinises the organisation at the same time as they observe the surroundings and consider value creation as being more than the customers that use or buy a product or service - they see the society as a customer and they create societal value. By widening the view of customer value creation within Quality Management and taking social, societal and environmental factors into consideration and seeing the whole society as a customer, with customers and additional customers, it is possible to adopt a System Quality Management - Aa management that focuses on social, societal and environmental issues as a whole and on more than the customers that buy or uses product and services. Out of the studies within the Societal Entrepreneurship area, a fifth step for the quality movement is suggested; the ‘System Quality Management’, see Figure 5.10. A step that considers social, societal and environmental factors through continuous improvements before, during and after value creation for customers.
Figure 5.10. A suggested fifth step of the quality movement developed from Bergman and Klefsjö (2010)
6. CONCLUSION

This chapter presents the conclusions out of the findings in the presented studies. First the conclusions connected to the findings are presented and then reconnection is made to the literature.

6.1 CONCLUSIONS CONNECTED TO THE FINDINGS

It can be concluded that all the components in the overall map contribute to the societal value that is created. When studying customer value creation from a system view it includes both an internally oriented perspective and an outwardly oriented perspective and these needs to be seen as equally important to be able to create customer value. When locking at customer value creation from a Quality Management perspective the system can be divided into two different areas or parts, see Figure 6.1. Those areas can be seen as a ‘How?’ area and a ‘What?’ area. The ‘How’ can be seen as the means to create products and services and thereby customer value. The ‘What?’ can be seen as what comes out of the product or service, see Figure 5.2. The ‘How?’ area consists of tasks and activities performed in the initiative, management and surroundings and interactions between those and the ‘What?’ area includes created customer values to both customers and additional customers in value ripples and value implications that create value to the additional customers. In between the ‘How?’ and ‘What?’ area the provider of the service or product can meet customers directly or indirectly through the product or service provided to the customer. To understand customer value creation both areas need to be considered; they can be seen as two sides of the same coin: the customer value creation coin.

The ‘How?’ area that can be seen as a more internal perspective since it has its focus on management and initiative tasks and activities but it also includes an external focus since it includes tasks and activities performed in the surroundings. In this area it can be seen that there is a co-operation between the initiative, the management and the surroundings that influences the product or service that is provided to the customer which creates customer value. But there is also a need to remember that customer value is created between the initiative, management and the surroundings as well.
Figure 6.1. Two areas of customer value creation from a Total Quality Management perspective: ‘How’ can be seen as a means to create customer values and the ‘What?’ can be seen as what is being delivered, i.e. customer values.

This view and understanding of customer value creation has led to a developed view on customer. It has also been found to take into consideration different views on customer value creation.

In this thesis, the customer view has developed and it can be concluded that it has taken one a wide perspective. The customer in the findings is the one/s that in some sense, both negative and positive, is influenced by what is provided i.e. a product or service or initiative. A customer can for instance be individuals, groups, organisations, society and environment. The customers can be found both internally and externally, near the provided product or service or at a distance. The customer can have direct or indirect interaction with provided product, service or organisation. The provider can be seen as anyone that contributes with a product, service or initiative to someone who receives it or is influenced by it, i.e. a customer. A provider can be both internal and external and have a direct or indirect interaction with the customer. It can be seen that the external customers are the ones that are influenced, as customers or additional customers, by the product or services provided by the initiative but it can also be the ones that are found in the surroundings that are influenced by the main processes or the management.

It can also be concluded that a provider and customer can change roles, that the provider can become a customer to the customer as the customer changes role and becomes a provider when it provides something to the earlier provider who becomes a customer. This has been seen between the management and the initiative, the management and the surrounding and the surrounding and the initiative. That means that there is a mutual customer relationship between the initiative, management and surrounding when they interact to create value to the external customers of the organisation. The system map presented includes a number of customers that value is created for. The management that is a customer to the initiative and surroundings; the surroundings that is a customer to the management and initiative; the initiative that is a customer to the management and the
surrounding; and the customers and additional customers who are a customer direct or indirect to management, surroundings and initiative. The management, surroundings and initiative creates value for each other in the ‘How?’ area so that value can be created to the external customers, i.e. customers and additional customers, in the ‘What?’ area.

It can also be found that the society at large, when taking a system view, is a customer to the organisation regardless of what kind of product or service that they are delivering since value ripples are spreading through the society when a product or service is used or purchased by a customer. Customer value can be seen as societal value as it spreads into the society and value is created for a large number of customers in the society as described in the Value Ripple Logic.

By taking a system view on customer value creation it can be concluded that there are several customer value creation views that can be taken into consideration in creation of customer value. The overall map shows that value can be firm-centric and include how the firm creates values. Value in exchange can be considered since there is an exchange between the provider and the customer in some sense but that does not need to be money, it can be something else that is an exchange, for instance time spent. The value in use concept is considered since it takes into consideration that customers use the service or product that is delivered. It also takes value created by attributes in a service or product into consideration since there is a product or service involved and that creates value to the customer. Value is also considered as co-created between customers and the provider of a product or service; between customers and additional customers; and additional customers and additional customers. In addition, value can be created in a closed customer or additional customer sphere. But the map also shows that value is created through activities and actions before an organisation is established and that value is created between the surroundings, the initiative and the management. It can be concluded that the different concepts do not have to exclude each other instead they complement each other in the understanding of customer value creation.

6.2 RECONNECTION TO THE LITERATURE

The findings presented in this thesis help our understanding of what creates value, something which Lilja (2006) claims is needed. The participants in the system can get an understanding on how they contribute to customer value depending on where they are to be found in the system map which Calsson and Wilmot (2006) claim is necessary. The overall system map of the value creation system covers both the internal and the external perspective as regards customer value creation and presents a broader perspective on customer value creation that goes beyond the
organisational borders which Woodruff (1997) and Deming (1994) claim is needed. The result has led to a suggested next step in the quality management movement, a step beyond the organisational borders and the TQM concept presented by Dahlgaard, et al (2002) and Bergman and Klefsjö (2010).

The findings in this thesis point out processes important for the understanding of customer value creation that go beyond the processes of the organisation. The findings show processes important prior to the organisation being established and after a product or service has left the organisation. It also points out that the surrounding area and processes within it are an important part in the customer value creation. It also points out that there are more processes in the value creating system then the internal processes pointed out by for instance Palmberg (2009), Ljungberg and Larsson (2012) and Bergman and Klefsjö (2010) that needs to be mapped out and taken into consideration when studying customer value creation. It can also be seen that when an initiative is described on the basis of a process perspective, the processes begin before the identified needs which for instance Ljungberg and Larsson (2012) and Bergman and Klefsjö (2012 and Harrington (1991) mention. The findings show that the customer value creation starts prior to those identified needs. The processes of customer value creation start as early as with the unidentified needs. Processes have also been found within the surroundings that are of importance to the customer value creation. This indicates that there is a need to map out processes of customer value creation that include more than what is found within the organisational boarders. Also the finding that value spreads like ripples through society by means of implications of value points to a need to broaden the borders of the mapping.

The findings take context such as social, ecological, and governmental surroundings into consideration when presenting how customer value is created, an approach which is supported by Lusch and Vargo (2006). But the findings show that more needs to be taken into consideration when it comes to context such as, for instance, before a product or service is delivered it considers unidentified needs, knowledge about the context, identified needs in the surroundings. It also considers context after a product or service is delivered to the customer when value spreads out into the society.

The findings go beyond the use or purchase of a product or service and takes into consideration the creation of social, social and environmental value through the value that is spread into the society through the value ripples. And social and environmental issues are of interest to different stakeholders, an argument which is supported by for instance Rosenzweig and Lochridge, 2010; Smith and Stevens, 2010; Gawell, 2013; United Nations, 2016; He and Lai, 2014; SIQ
Utvärderingsmodeller 2015; EFQM Model, 2015). And the findings present how those values are created.

The value ripples show how values are created to both the nearby customers and to additional customers, i.e. the society, and according to Liker (2004), leaders should have the goal of creating huge value for these. The findings also show how value is created for both internal and external customers through activities both within and outside the organisation at the same time as it considers both the nearby system as well as the larger system, and according to Dahlgaard et al (2002) the goal for an organisation is to create value to the total system.

The view on customer have been developed through the research and what has been presented in this thesis can be supported by the definition of customers presented by Deming (1986); Juran and Gryna (1988); Harrington (1991); and Bergman and Klefsjö (2010). The definition includes both the nearby customers that use or buy the product or service and the additional customers and the customer relationship between management, main process and surroundings. This means that there can be different views on value creation too. The process map shows that the different aspects of value creation lifted in the theoretical frame (see for instance Vargo, Maglio and Akaka, 2008; Woodruff, 1997; Monroe, 2003; Lepak et al, 2007; Goldenberg et al, 2009; Grönroos and Voima, 2013; Vargo and Lusch, 2004) can be identified and considered when taking in the whole value creating system.

The findings in this thesis have shown that Quality Management and the understanding of customer value creation can develop through studies of societal entrepreneurial initiatives and not just that TQM offers possibilities to societal entrepreneurial initiatives and CSR as Hazlett, McAdam and Murray (2007) claim. When taking a process management perspective into consideration, there is a need for a process management in all the single processes within the system of customer value but there is also a need for a management for the whole system which Palmberg (2009) supports. The fifth step is developed to support the whole system management and include the surroundings and the customer value that spreads like ripples into the society. Processes have been identified and mapped out in this thesis and the mapping of processes can be a tool for improvements according to Hellström and Eriksson (2012). There is a need to talk about the processes and organise them to get the best result from customer value creation, a position which is supported by Hellström and Eriksson (2012). But there is also a need to talk about and organise the whole system. The process map of the customer value creating system can help the management of the system and thereby support the fifth step of ‘System Quality Management’.
7. DISCUSSION

In this chapter a discussion is presented based on the findings along with a method discussion and suggestions for future research.

The result presented in this thesis contributes to the earlier findings within research and gives a comprehensive and simplified picture of a complex phenomenon. The focus has not been on what kind of customer value that is created instead there has been a focus on understanding ‘how’ customer value is created. The overall map of a customer value creating system gives opportunities to simplify and understand the phenomenon and to capture possibilities for improvements and to implement those improvements within the area. The result gives a broader perspective on customer value creation than TQM. The results present an outward oriented perspective at the same time as it considers the internal perspective, it considers the organisation but also those aspects that are found outside the organisation. By taking a system view on the customer value creation from a management perspective it has been possible to include more than what happens within the organisational borders when it comes to customer value creation and the societal entrepreneurial area has given opportunities to include values that are social, societal and environmental.

Besides the organisational perspective, the value creation system includes the surroundings before a product or service is delivered to a customer. It also points out that customer value creation starts before a customer need is identified and an organisation is in place. It starts in the unidentified needs and there are a number of sub-processes with input and output that proceed the identified need but also the organisation that is needed to be able to realise and create customer value. The value creation also goes beyond the organisational system border when a product or service has been bought and or used by a customer, value is created to additional customers in the society through value ripples. This is a contribution to Quality Management in order to understand customer value creation from a system perspective that goes beyond the organisational system borders and a suggestion is made that TQM should take a new step, a fifth step into ‘System Quality Management’.

The result shows that there is more than what is being done within the organisation that needs to be considered when it comes to customer value creation. There is a need to include processes found on the outside of the organisation and those should be managed as well as what is happening on the inside of the organisational borders since they are a part of the customer value creation. There is a need to manage processes and parts included in the map as well as the whole customer value creating system to create superior value. It has been found that values created in the
customer value creating system can be both positive and negative. Through a system perspective those values can be identified and taken into consideration. The studies indicate that a focus on improvement in single processes as well as in the whole system is needed since the parts identified in the customer value creation system all are a part of the customer value creation and influence each other and the customer value that is created. A system focus on the whole system of customer value creation helps to identify and improve separate processes and parts but also the whole system. By improving the whole system a win-win situation and a sustainable value creating system that creates positive values to all or at least to the majority of all the customers included in the whole system can be reached. It gives an opportunity to upcoming actions and continuous improvements to intensify and strengthen positive values and to prevent negative values from occurring in society over a wide range. That in turn can increase positive values and decrease or prevent negative values from occurring and thereby reach higher quality.

The findings provide understanding of value creation and include the society and the impact that the initiative, product or service has on and value created to the society with a long-term view and not just to internal customers in the organisation and the customer that uses or buys a product. It also gives opportunity to upcoming actions and continuous improvements to intensify and strengthen positive values and to prevent negative values to occur in society in a wide range. That in turn can increase positive values and decrease or prevent negative values from occurring and thereby reach higher quality.

It has been found that there is also a time aspect in customer value creation since there is a cause-effect-cause-effect, where value creation, for instance, starts with an unidentified need and ends up in value created to an additional customer in the last ripple. This indicates that value creation also needs to be considered from a time aspect with a long-term view on customer value created. The system map that is presented shows that the earlier stages of the process map influence the following steps. That indicates that what is found in the early stages of, that is what is being done earlier and the results of that, influences the customer value that is created further down the map. Thereby it seems of great importance that all the steps in the map are made with a high degree of accuracy or consideration and quality to develop customer value. To start value creation at a stage where the needs are unidentified gives opportunities to understand how the needs are found and that the process to identify those needs also influences the kind of customer value that is delivered.
The results of these studies contribute to people on the outside of the main process and the management process to understand their part in the societal value creation and that they also influence the amount and quality of societal value that is delivered. It helps to understand that there are unidentified needs that can be identified so that an organisation can be created to meet those needs and create more societal value. But it also can help initiatives that are already active in customer value creation to understand how customer value is created. If help is given to initiatives interested in creating social, societal and environmental values to start and/or continuing their customer value creation, we could give people all over the world higher societal value and higher quality of life. Part of this process is to get all the parts in the map to function as well as possible. The result presented in this thesis is a step towards a higher degree of understanding of customer value creation and hopefully to contribute to a higher degree of customer value creation.

The societal entrepreneurial initiatives and the societal entrepreneurs already include the suggested fifth step in their work considering social, societal and environmental factors but do not seem to use the knowledge and working methods of QM concerning continuous improvements before, during and after value creation for customers to reach higher quality and a more focused way of value creation. While TQM does include continuous improvements before, during and after value creation for customer and not social, societal and environmental factors at a large extent. This indicates that the societal entrepreneurs and initiatives can learn from the QM area and that TQM can learn and develop from the societal entrepreneurs to meet the needs and interests of social, societal and environmental issues, issues connected to the fifth step. The findings of the studies provide opportunities to include both QM and societal entrepreneurship in the fifth step. It gives an opportunity to study and understand processes of value creation, its customers and the value that is created to those - values that also include social, societal and environmental factors in value creation for customer.

7.1 METHODOLOGICAL DISCUSSION

By conducting case studies it has been possible to get an understanding of customer value creation from a system view. This research journey started out from the thoughts connected to the area of Total Quality Management but as the research journey continued it was seen that the thoughts connected to this area and an internal perspective was not enough. By using a quantitative approach it was possible to expand the borders of the system and take on a research journey that searched for and took into consideration the parts that were found to influence the customer value creation as the study continued. The use of practical tools such as for instance process mapping by Ljungberg and Larsson (2001), the attribute-value
mapping presented by Goldenberg et al (2009) and rich picture process maps presented by Checkland and Scholes (1990) made it possible to perform analyses that according to Yin (2009) are an analytical method appropriate to case studies.

The findings are presented at a high hierarchal level so that the similarities can be seen between the initiatives. If a more detailed level had been presented, similarities would not have been possible to present and the understanding of value creation would have been on a more individual level for each initiative. In this study the interest in the studies would not have been on the specific activities, tasks and created values, instead there would have been an interest in getting a general understanding of how value is created within the studied societal entrepreneurial initiatives and make cross case findings. This means that when going in closer to the initiatives there are differences in how customer value is created in a specific initiative. The findings could have been complemented through studies that took into consideration the customer perspective. But a management perspective was kept and by letting the societal entrepreneurs tell their story through open ended questions and through literature and documents, direct observation and participating observation it was possible to get data from a management view. To get a deeper understanding of customer value creation and a more reliable result even more studies of societal entrepreneurial initiatives could have been made.

7.2 FUTURE RESEARCH

The research within the societal entrepreneurial area setting out from the Total Quality Management perspective have been of great interest and made a contribution to the Quality Management area by the findings of this thesis. But also many further research areas have emerged. Some areas that have been identified for further investigation are presented below.

This thesis has not taken the customer view into consideration when studying customer value creation, instead it has taken more of a management perspective on the customer value creating system and phenomenon. Therefore a next step can include the customer perspective and study the customer perspective when it comes to customer value creation. This needs to be done from both the external and internal customer perspective and the extended customer view presented in this thesis.

When looking at the customer value creating system it can be seen that management, initiative and surroundings are customers to each other. This needs a deeper understanding to find out how they create value to each other since this is of importance for the value that is created to the external customers. There is a need to study whether value to those participants in the customer value creating system is spread according to the Value Ripple Logic or if customer value creation between
those can be explained in another way. There is also a need to further study the support areas to better understand their influence on the value that is created to the external customers. Tasks, activities and processes in those areas need to be taken into consideration since they are of importance to the external customer value that is created. There is a need to find out when in the main processes the different areas influence the value creation in the main process and to map out processes within those areas. That would make the presented process map of the societal entrepreneurship area more complete.

The studies have involved mapping out of customer values that are created but this is an area that needs to be further studied and developed. Some suggestions on mapping customer value creation have been made but this needs further research to identify a way of mapping customer value that is easy to understand and use in practice out in the field among value creating organisations and initiatives. The mapping needs to be tested and used empirically by those that work in the field.

During the studies of the societal entrepreneurs it was shown that, besides the How? and What? Areas, it seems as if the societal entrepreneurs are driven by a higher purpose. This higher purpose seems to be an important factor in the customer value creation and needs further studies to get an even better understanding of the customer value creating system. What is it that makes the societal entrepreneurs take action and go ahead and start the How? and create the What? Why do the societal entrepreneurs take action?

All of the values in TQM presented by Dahlgaard et al (2004) and Bergman and Klefšjö (2010) have not been considered in this thesis. The values ´Improve continuously´, ´Let everybody be committed´ and ´Base decisions on fact´ need to be considered in future research. Questions to be answered can for instance be: How important are committed individuals in the customer value creating system for the ability to create customer value?, How do the societal entrepreneurs relate to continuous improvements in their creation of customer value? How do societal entrepreneurs relate to and take into consideration facts in decisions when creating customer value?

By studying initiatives within the area of societal entrepreneurship it has been possible to identify the customer value creating system which has given an understanding of the customer value creating system. This understanding and the system of customer value creation needs to be further studied and analysed versus initiatives that are found within other areas to see if the identified customer value creating system are applicable to other areas and to be further confirmed.
The process orientation area and process mapping would also be of interest to study. The result presented within this thesis has shown that there are steps before a need is identified, steps that are of importance to the value that is created and the quality of the created value. It would be of interest to study how needs are identified in cases other than in societal entrepreneurship areas and the importance of the need identification process and the identified need for the value and quality delivered to the customers. Could it be so that process orientation and process mapping should include and start with unidentified need/-s and a need identification process, instead of starting with an identified need in order to reach higher degrees of value and quality? And do organisations that include ‘unidentified needs’ and the process to identify those needs get better opportunities to be flexible to the changes of customer needs and to catch those needs earlier?

If it is so that we will take the fifth step ‘System Quality Management’ in the Quality Movement and consider social, societal and environmental factors and take a stronger customer focus through continuous improvements before, during and after value creation for customer this study is a contribution to that. But there is a need for further studies within this area to develop the understanding of how Quality Management can include an external focus and manage both the surroundings and the external customer value creation along with an internal focus.
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